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ABSTRACT

Designed for presentation by library staff, activity directors, or service organization representatives, this manual and its supplement outline ways to make effective use of the materials provided or available, provide discussion and follow-up guidelines, and include directions for using film and slide projectors and cassette players. A typical program package consists of two or more professionally produced films or slide shows chosen for compatibility, quality, and effectiveness. Seven titles designed to meet identified information needs include (1) Crime Prevention; (2) Healthy Body, Healthy Mind; (3) Active People over 60; (4) Gray Consciousness; (5) Journey's End; (6) Help Yourself to Better Health; and (7) Aging: We All Do It. Programs designed for entertainment include: (8) Remembering County Fairs; (9) Remembering 1924; (10) Remembering Train Rides; (11) Remembering School Days; (12) Baltimore: A Perfect Lady; (13) Art: Character and Craft; (14) The Plain People; and (15) Crafts: Imprint through the Ages. The supplement adds five titles: (16) It Never Goes Out of Style: Sexuality and Aging; (17) The Generation Bridge; (18) Bygone Times: Looking Backward at Baltimore County; (19) Remembering the Depression; and (20) Life Review. (RAA)

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GRAY AND GROWING

PROGRAM PACKAGES FOR THE OLDER ADULT

A MANUAL

by

Kathy Coster
and
Barbara Webb

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Kathy J. Coster

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The Baltimore County Public Library

1978

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TABLE OF CONTENTS

I. INTRODUCTION 1

II. HOW TO OBTAIN THE PROGRAM PACKAGES AND EQUIPMENT 2

III. HOW TO USE THE PACKAGES 3

IV. PROGRAM PACKAGE GUIDELINES . . . . .

#1 Crime Prevention 7

#2 Healthy Body, Healthy Mind 14

#3 Active People Over 60 19

#4 Gray Consciousness 26

#5 Journey's End 32

#6 Help Yourself to Better Health 38

#7 Aging: We All Do It 47

#8 Remembering County Fairs 54

#9 Remembering 1924 57

#10 Remembering Train Rides 60

#11 Remembering School Days 63

#12 Baltimore: A Perfect Lady 66

#13 Art: Character and Craft 74

#14 The Plain People 80

#15 Crafts: Imprint Through the Ages 85

V. EQUIPMENT GUIDE 91

VI. JUST A LITTLE EXTRA 103

VII. FILM DISTRIBUTORS 108

VIII. DIRECTIONS TO BRANCHES OF THE BALTIMORE COUNTY PUBLIC LIBRARY 112

INTRODUCTION

The Baltimore County Public Library has determined that programming is an effective way to meet the information and recreation needs of older adults. A Library Services and Construction Act grant was acquired through the Maryland State Department of Education, Division of Library Development and Services in order to implement a plan of delivery. The resulting fifteen program packages are designed for use with groups composed primarily of citizens age 60 and older. The program materials and the equipment necessary for their presentation are being made available to library staff and to activity directors and service organization representatives who work with the aged.

This manual, which accompanies each package, outlines ways to make effective use of the materials, provides discussion and follow-up guidelines, and includes directions for using the equipment.

A typical program package consists of two or more professionally produced films or slide shows chosen for their compatibility, quality, and effectiveness. Eight of the packages are aimed at meeting identified information needs; the remaining seven are for entertainment.

Older adults and staff working with Seniors were involved in the previewing and selection of materials. Subject specialists were consulted to verify information. Each package has been presented to a county group, and in all cases, the response has been positive.

We think these programs have exciting potential. We have learned a great deal from the survey of materials and resources. But we have learned even more from the older individuals and the senior groups who have helped us. We hope the packages provide some enjoyment and enlightenment for our Senior friends.

Barbara Webb
Head, Programming Services

Kathy Coster
Programming Assistant

HOW TO OBTAIN THE PROGRAM PACKAGES AND EQUIPMENT

All established groups of older adults and all personnel of the Baltimore County Public Library are eligible to book and receive the program packages and audiovisual equipment. The materials and equipment may be used only for program presentations to senior groups. The service is free.

Each group must register with the library before any materials may be obtained. Registration post cards are available from Programming Services; telephone 296-8500, Ext. 266 to receive the form. Once the registration card has been received, your group may borrow the requested items.

To book the materials, telephone the ILL (Interlibrary Loan) Department of the library, 296-8500, Ext. 237 or 238. Identify your group so that it may be checked against the registration file. Specify the program package you are requesting, each piece of equipment you require, the date or dates you plan to use them. Each piece of equipment must be booked separately; the guidelines for each package list the required equipment for easy reference.

You must also specify the branch of the Baltimore County Public Library to which you would like the materials delivered. They will be available at that branch one day before your show date, and they must be returned to that branch one day after. A list of all the branches and directions are provided at the end of this manual.

If any material is damaged or any equipment is not working properly, please attach a note before it is returned. In that way, the problem can be corrected and no one will receive materials they cannot use.

Other 16mm films and audiovisual equipment owned by the Baltimore County Public Library may not be borrowed from the library. Films from Enoch Pratt's film collection may be obtained through the Baltimore County Public Library, however. Catalogs are available for your use at all branches.

HOW TO USE THE PACKAGES

The program packages are designed to be used with groups of mentally alert older adults. The groups may be in Senior Centers, Golden Age Clubs, nutrition sites, nursing or well-care homes, or in one of the many other community or church groups in Baltimore County

The programs are structured so that they can be presented by the group's activity director or any group member willing and able to deliver the information to the audience. The responsibility could also be shared between two group members.

The programmer should be prepared with the material to be presented. S/He should be familiar with the questions, comments, and activities suggested in the program package guidelines. The films or slide shows should be previewed before the show.

The Audience

It may sometimes be necessary to make allowances for some group members. Those with hearing difficulties may want to be seated near the speaker. Sitting close to the screen might be helpful for those with reduced vision.

Stimulation of the senses is especially effective in programs for groups in nursing homes. The Bi-Folkal multi-sensory kits are especially useful with these groups, but they will be enjoyed by all groups. They are Program Packages #8, #9, #10, #11. The following packages are also recommended for use in nursing homes: #2, #3, #4, #13, #14 and #15.

Time

Most of the program packages are designed to run for 45 minutes to one hour. There is the opportunity for flexibility within each, and they should be adapted to the needs and interests of the audience. If one hour will be too long, keep the discussion before and after the film or slide showing to a minimum. The packages could be developed into a longer

program by promoting more discussion or by adding some of the supplementary materials and activities suggested in each program guide.

Be aware of the response of the audience. If they look tired or restless, modify the program. For a change of pace, have everyone stand and stretch at a good stopping place. When introducing the program, tell the audience that it is all right to move around or leave the room if they desire.

The Room

Although there will probably be no choice in the room used for the program, the space available can probably be adapted.

A good location has several characteristics. It should be well-lit yet be capable of being darkened for projection. This usually means that the windows need either shades, blinds or drapes.

The room should be well-ventilated. Seats should be comfortable and arranged so that the screen can be easily seen by all.

It is very important to have the room as free from distractions as possible. If there is a kitchen nearby, try to wash the dishes, pots, and pans before or after the program--not during. The room should not be a thoroughfare for traffic between parts of the building.

Setting Up

Place the screen in a location away from doors in order to avoid the distractions of people coming and going. Try to set the screen in the darkest area of the room so that it is free from glare. Find the best area by darkening the room, waiting for your eyes to adjust and then looking for the darkest area.

Chairs should ideally be arranged in a wide semi-circle facing the screen. Make sure that no one is seated behind the projector or directly in front of it. Taking the time to place the chairs in the correct positions before the program can save

time and energy later. If the room has immovable furniture, do the best you can.

Program Package Guidelines

Each of the 15 program packages has its own set of guidelines which includes specific directions for presenting the programs. The sections of the guidelines, their purpose and use are explained below.

The Materials section lists the films and/or slide shows in the package and their running time.

The audiovisual Equipment needed for that package is listed next.

A synopsis of the films or slide shows is given in the Content Summary. The theme of each package can be understood from reading these brief annotations.

A tested method of using the package is provided in Outline for Use. This is a suggested step-by-step guide to using the entire contents. Of course, each package can be adapted to the needs of your group.

To introduce the program to the group, read the text given in the section labeled Introduction. A general introduction to the package is included, and individual films or slide shows usually each have their own introduction. It is best to read the introduction to each film immediately before it is shown. This section is included as an aid. It may be read verbatim or used as a guide for your own, original introduction.

Before the Presentation includes suggestions for "warm-up" activities before the film or slide showing. The activities require no special preparation. Not all of the packages include this section.

Discussion questions are included in After the Presentation. Each program package has a variety of questions ranging from the simple to the more complex which require intuitive thinking. Some of the questions may require a factual response while others ask for a personal opinion. Easy or simple recall

questions are generally listed first. Answers or examples are provided when appropriate.

The Even Further section details activities which could supplement the original one hour program. These activities could be done at the time of the program or at a later date with some further preparation. If the group shows interest in follow-up, ask for volunteers to organize the activity. Research projects that involve using group members' talents and energies often prove to be an enlightening experience.

Urge group members to read a book suggested in the For Additional Information section for each program package and report back to the group.

The Resources section lists sources of further information about the topic of the program package. Included are resource people and organizations, both local and national, to aid follow-up.

The books in the For Additional Information section are available from the Baltimore County Public Library. They were chosen because of their suitability to the topic of the package and because they are available at most branches of the Baltimore County Public Library. This is not a comprehensive list, and it can be supplemented with additional books, newspaper and magazine articles, and pamphlet material. Any librarian can help obtain additional information.

Program Package #1

CRIME PREVENTION

Materials:	SENIOR POWER (16mm film)	19 minutes
	SMART ABOUT MONEY (slide/tape)	10 minutes
	HOME SECURITY (slide/tape)	11 minutes
	OUT AND ABOUT (slide/tape)	11 minutes

Equipment: 16mm projector
slide projector/cassette player combination
screen

Content Summary

SENIOR POWER is a film especially designed for older adults. It shows how to protect oneself against crimes such as purse snatching, obscene phone calls, home burglary, and assault. The film serves as an overview for the issues covered in more detail in the slide shows.

SMART ABOUT MONEY warns against medical quackeries, con game swindles and door-to-door sales gimmicks.

Details of safeguarding the home are presented in HOME SECURITY. Examples of effective hardware are shown.

OUT AND ABOUT gives hints for safe travel in cars and buses.

Outline for Use

1. Read the Introduction to the group.
2. Briefly discuss the issues raised in Before the Film.
3. Show the film SENIOR POWER.
4. Discuss the film. Use the questions in After the Presentation as aids.
5. Show one slide show and discuss it, using the appropriate After the Presentation section as guide. (Note: It is not necessary to use all three slide presentations at one time. Choose one slide show to accompany the film, or present the program over two days. Adapt the program to time and interests of your group.)

Introduction

In a 1975 Harris Poll, older Americans called crime and fear of crime their most serious problems. Crime against property, often burglary, is the most frequent offense affecting the elderly. Making the home or apartment secure by practicing some crime prevention techniques is one of the best methods to deter the potential criminal and provide peace of mind.

Statistics show that crime seems to be more of a fear than an actual problem for the elderly. However, some street crimes plague the older adult, in particular: purse snatching, strong arm robbery and holdup. Bunco games, medical quackeries and fraudulent sales schemes have also swindled countless people. The preventative techniques demonstrated in the film and in the slide shows can be of help for your mental and physical well-being.

Before the Presentation

1. Ask the audience to share any personal experience they have had with crime. Why did it happen? How could it have been prevented?

2. Has anyone ever been locked out of their home? How did they get in? How long did it take?

3. Ask what could be done to make their homes more secure.

After the Presentation

SENIOR POWER

1. What is the purpose of carrying a purse upside down?

(Answer: In the event of a purse snatching, the catch can be opened and the contents emptied, thereby confusing the robber.)

2. What are some hints to avoid loss of money in a purse or wallet theft?

(Answer: Do not carry a purse or wallet. Carry a fake wallet. Attach a pocket to the inside of a garment for carrying money. Do not carry large sums of money.)

3. How can you avoid personal injury in case of a purse or wallet theft?

(Answer: If your purse is snatched, sit down before you are pushed down. Do not fight back.)

4. What are some methods of dealing with obscene telephone calls?

(Answer: Use a loud whistle on caller, but remember to stuff your ears with cotton, first. Contact telephone company.)

SMART ABOUT MONEY

1. Does your bank provide direct deposit service for Social Security checks? What are the benefits of this service?

2. What is the advantage of paying bills by check or money order?

3. Do you know of any con games not mentioned in the slide presentation?

4. Who is a good source of advice concerning products or services?

(Answer: Baltimore County Office of Attorney General
Consumer Protection Division
111 W. Chesapeake Avenue
Towson, Maryland 21204
Telephone: 494-2037)

OUT AND ABOUT

1. If you have car trouble, what should you do?
2. Do you have your car serviced regularly?
3. What are some ways to discourage a potential burglar from stealing your car or your belongings in the car?

(Answer: Keep the doors locked. Keep all valuables out of sight or in the trunk of car. Park in well-lit areas.)

4. Who is the best source of help aboard a bus?

(Answer: Bus driver)

5. If you were lost, where would you go for information?

HOME SECURITY

1. What type of lock is best for protection?

(Answer: Steel bolt dead lock.)

2. What should you do if someone you do not know comes to your door?

(Answer: Ask for identification. Confirm the identity of the person with company s/he claims to represent. Do not ask her/him for the telephone number; look it up in the telephone directory. Do not let a stranger in.)

3. A sliding glass door is hard to protect from intruders. What are some hints for securing this type of door?

(Answer: Put a strong piece of wood, such as a shortened broom handle in the door frame. Put a bolt in the frame of the door so that the sliding door will not open.)

4. Are you aware of a Neighborhood Watch in your area? How can you form one?

(Answer: Contact Baltimore County Police Department for details.)

5. When is the one time you should not immediately call police in times of danger?

(Answer: If the intruder is in your home and you have no safe exit.)

6. Have you and your family plotted possible escape routes from your home in case of fire?

Even Further

1. Organize an inspection tour of a home to check for security weaknesses.

2. Prepare a security checklist for home or apartment.

3. Prepare a hand-out of crime prevention hints.

4. Contact the resources below for additional information, hand-outs, and/or speakers.

5. Compile a list of people in your area that work in security areas and distribute to the audience.

(Example: locksmiths, alarm companies, handymen.)

Resources

1. Baltimore County Police Department
Community Relations Division
308 Washington Avenue
Towson, Maryland 21204
Telephone: 494-2398

The Police Department will provide crime prevention pamphlets and if possible, a speaker.

2. Law Enforcement Assistance Administration
Public Information Office
Room 1242
633 Indiana Avenue, N.W.
Washington, D. C. 20531
Telephone: (202)376-3820

Contact for pamphlets relating to crimes involving Senior Citizens.

3. Law Enforcement Assistance Administration
Audiovisual Office
Room 1086
633 Indiana Avenue, N.W.
Washington, D. C. 20531
Telephone: (202)376-3663

A free, 40 minute film FULL OF DAYS, RICHES AND HONORS is available. The film deals with the special crime problems of the elderly.

4. Maryland Office of the Attorney General
Consumer Protection Division
1 S. Calvert Street
Baltimore, Maryland 21202
Telephone: 383-3700

Contact for speaker and hand-outs on consumer protection.

5. U. S. Food and Drug Administration
900 Madison Avenue
Baltimore, Maryland 21202
Telephone: 962-3396

Contact for pamphlets, speaker or film inquiries concerning health frauds.

6. Speakers Bureau of Maryland
Knickerbocker Building
220 E. Lexington Street, Room 305
Baltimore, Maryland 21202
Telephone: 685-4623

Maintains speakers file covering all topics relating to crime prevention. Requests 3 weeks notice. Will help establish Neighborhood Watch program.

Additional Information

Consumer Protection

Cartwright, Joe and Jerry Patterson	Been Taken Lately?	339.4C
Chambers, Raymond	The Buyer's Handbook, A Guide to Defensive Shopping	640.73C
Chisari, Francis	Consumer's Guide to Health Care	362.1C
Drury, Tessa	Consumer Power	339.47D
Paulson, Morton	Great Land Hustle	333.33P
Rowse, Arthur	Help: The Useful Almanac	640.731R
Springer, John	Consumer Swindles and How to Avoid Them	339.4S
Trump, Fred	Buyer Beware	339.4T
Wheeler, Girshon	Intelligent Consumer: How Not to be a Conned-Sumer	640.73W
White, Jack	Angry Buyer's Complaint Directory	381W

Crime Prevention

Arnold, Peter	Burglar Proof Your Home and Car	364.4A
Arnold, Peter	Lady Beware	364.4A
Ballard, Willis T. (Hunter, George)	How to Defend Yourself, Your Family and Your Home	364.4B
DeCello, Jack	Safety Strategy	364.162D
Hair, Robert	How to Protect Yourself Today	364.4H
Kaufman, Ulrich	How to Avoid Burglary, Housebreaking and Other Crimes	364.4K
Lipman, Ira	How to Protect Yourself from Crime	364.4L
Mandell, Mel	Being Safe	364.4M
Moolman, Valerie	Practical Ways to Prevent Burglary and Illegal Entry	364.162M
Rhodes, R. C.	Homeowner's Security Manual	364.4R
Stirling, Nora	Your Money or Your Life	364.4S

Program Package #2

HEALTHY BODY, HEALTHY MIND

Materials:	GROW OLDER - FEEL YOUNGER	(16mm film)	10 minutes
	AT 99	(16mm film)	23 minutes
Equipment:	16mm projector screen		

Content Summary

GROW OLDER - FEEL YOUNGER briefly emphasizes the importance of fitness at any age, especially for those over 60. It features Victor Borge as host.

Louise Tandy Murch in AT 99 is a real and lively example of mental and physical fitness. The movie examines the daily activities of this woman and her outlook on life.

Outline for Use

1. Read the Introduction to the group.
2. Discuss the questions and activities in the Before the Presentation section.
3. Show the film GROW OLDER - FEEL YOUNGER.
4. Show the film AT 99.
5. Discuss the films. Use the questions in After the Presentation as aids.

Introduction

Victor Borge introduces the idea that there is no age limit to fitness in GROW OLDER - FEEL YOUNGER. It is of no surprise to learn that a fit individual looks and feels better physically, as compared to a person who does no exercise. It is also true, however, that a fit body contributes to a healthy attitude toward life. It seems as though a healthy body and a healthy mind go hand in hand.

This philosophy is personified by Louise Tandy Murch in the film AT 99. We visit her on her 99th birthday, and then follow Louise Tandy Murch around her town on a typical day. Finally, we see her practicing her own formula for keeping fit.

Before the Presentation

1. Have members of the audience discuss the exercise they had today and yesterday. Do they feel they have had enough exercise? Why or why not?

2. Ask the members of the audience to give their definition of physical fitness. Compare the different ideas concerning physical fitness.

After the Presentation

1. Why do you think the first movie was entitled GROW OLDER - FEEL YOUNGER? How does this title relate to the film AT 99?

2. How do you feel about Louise Tandy Murch's singing? She says singing has been a fulfilling part of her life. Do you think this has helped to make her a happy person? What activities do you enjoy as a fulfilling part of your life?

3. Do you think Louise Tandy Murch is indicative of the philosophy "Sound Body, Sound Mind"? What does this philosophy mean to you?

4. Louise Tandy Murch mentions again and again the necessity of a positive attitude. Do you think a positive attitude is necessary for a person to live a fulfilling life?

5. Louise Tandy Murch said that she had the spirit within her. What do you think she means by this? Could "spirit" simply be another word for "positive attitude"?

6. "You've got to make happiness happen". How do you feel about this statement? Is happiness something to work for?

7. At 99, Louise moves around rather easily. Do you think someone without the mobility that she has would find it as easy to have such a positive attitude? Or, if the "spirit" is present, is that all that is necessary?

8. Can you identify with Louise Tandy Murch? Is she an exception in more ways than her age?

9. "Exercise to your own capabilities." What does that statement mean to you?

10. Louise practices yoga daily. Daily exercise is important to keeping fit. Can you think of other forms of exercise that would be enjoyable and keep you fit at the same time?

Even Further

1. Contact a physical fitness expert to conduct classes, or to speak to your group. (See Resources.)

2. Use Program Package #3 - ACTIVE PEOPLE OVER 60 as a continuation of this program.

3. Arrange a group entertainment-exercise session such as square or ballroom dancing, bicycling, or walking tours.

4. Exercise/physical fitness classes designed especially for Seniors are held by local community colleges and the YMCA. See the resource section for names and addresses.

Resources

1. Catonsville Community College
   Physical Development Center
   800 S. Rolling Road
   Catonsville, Maryland 21228
   Telephone: 455-4470

Offers non-credit physical fitness seminar for 55+. Call for information.

2. Essex Community College
   7201 Rossville Blvd.
   Baltimore, Maryland 21237
   Telephone: 682-6000, Ext. 532

Friendly Seniors Program provides physical exercise, discussions and lectures. Call for additional information.

3. Dundalk Community College
   7200 Sollers Point Road
   Dundalk, Maryland 21222
   Telephone: 282-6700

Single Step Program includes well-rounded activity program for the handicapped. Call Ext. 222 for further information.

Special activities for Seniors are conducted on an ongoing basis. Programs include physical exercise. Call Ext. 226 for further information.

4. YMCA - Northeast Branch
   4008 White Avenue
   Baltimore, Maryland 21206
   Telephone: 426-2457

5. YMCA - Southeast Branch
   1705 B Poplar Place
   Baltimore, Maryland 21222
   Telephone: 284-6666

6. YMCA - Towson Branch
   600 W. Chesapeake Avenue
   Towson, Maryland 21204
   Telephone: 823-8870

7. YWCA - Reisterstown
   501 Westminster Pike
   Reisterstown, Maryland 21136
   Telephone: 833-7737

Many YMCA branches have special classes designed for Senior Citizens. Call the invididual centers for specific information.

Additional Information

The following books are available from the Baltimore County Public Library. They deal with topics of health and exercise.

Bristow, Robert	Aches and Pains	615.82B
Buckley, Joseph	The Retirement Handbook	301.435B
Carr, Rachel	Yoga for All Ages	613.71C
Chisari, Francis	The Consumer's Guide to Health Care	362.1C
Corrigan, A. B.	Living with Arthritis	612.72C
Ellfeldt, Lois	Exercises for the Mature Adult	612.76E
Galton, Lawrence	How Long Will I Live	613G
Jayson, Malcolm and Allan Dixon	Understanding Arthritis and Rheumatism (Large Type)	616.72J
Kiell, Paul and Joseph Frelinghuysen	Keep Your Heart Running	613.7K
King, Francis	Golden Age Exercises	613.71K
Knopf, Olga	Successful Aging: The Facts and Fallacies of Growing Old	301.434K
Kordel, Lelord	You're Younger Than You Think: The Mature Person's Guide to Vibrant Health	613.2K
Lamb, Lawrence	Stay Youthful and Fit	613.0438L
Rosenberg, Magda	Sixty Plus and Fit Again (large Type)	613.71R
Stonecypher, D. D.	Getting Older and Staying Younger	613.0438S
Taylor, Eric	Fitness After 40	613.71T
Taylor, Robert	Feeling Alive After 65	613.0438L

Program Package #3

ACTIVE PEOPLE OVER 60

Materials: ACTIVE PEOPLE OVER 60 (16mm film) 20 minutes

Equipment: 16mm projector
screen

Content Summary

Victor Borge introduces the importance of physical fitness for the older adult and a physical fitness expert demonstrates exercises in the film ACTIVE PEOPLE OVER 60.

Outline for Use

Before the day of the program, remind the group to wear comfortable, loose-fitting clothes and shoes suitable for exercising. On the day of the program, be prepared to lead exercises or have someone volunteer to lead exercises.

1. Read the Introduction to the group.
2. Show the film.
3. Discuss the film using the questions listed in After the Presentation.
4. Perform the exercises as outlined in the After the Presentation section.

Introduction

It is more important to be active in your later years than at any other time in life. Engaging in exercise is one way to remain alert and fit. Many of the diseases primarily associated with old age can be avoided or thwarted with proper exercise routine.

The benefits of exercise cannot be ignored. Improved blood circulation, muscle strength and endurance are just a few of the physical improvements. The mind benefits from the increased circulation of blood through the brain. What is good for the body is even better for the soul. The world can look a little brighter when you know you are keeping yourself fit through exercise.

Physical fitness need not be a matter of performing a series of exercises, for many activities lead to good health. Certain exercises are beneficial, however, for concentrating on specific parts of the body or certain aspects of fitness such as endurance or strength. The exercises demonstrated in the film have been developed especially for the senior adult. Whether you are a beginner or an experienced pro, exercising alone or in a group, ACTIVE PEOPLE OVER 60 will prove beneficial.

<u>After the Presentation</u>

The group may want some additional information following the presentation of the film. Some of the questions and answers listed below may be helpful.

After the discussion, move the furniture so that everyone has plenty of space to move freely. Lead the group in the exercises below and follow the pointers listed at the beginning. All of these exercises can be adapted for the chairbound.

Lorraine Fleishman and Agnes Taylor of the Maryland State Office on Aging generously provided assistance and permission to reprint parts of the booklet "Join the Active People Over 60."

1. Does exercise slow down the aging process?

(Answer: More and more doctors are convinced that exercise counterattacks the aging process. Without ample exercise our hearts and muscles become flabby. Regular exercise can change your level of fitness to that of a person 10 to 20 years younger and is considered an important factor in preventative medicine.)

2. When should one exercise?

(Answer: Anytime is a good time to exercise. Before a meal is best, or wait one hour after a meal. Wear any sort of comfortable clothing.)

3. Is some exercise better than none at all?

(Answer: Yes, a little is better than none at all; however, an important factor is regularity. Moderate exercise done regularly is the key to fitness and soundness of the body.

You should have a regularly scheduled exercise program, unless, of course, it is specifically contrary to your physician's order.)

4. How does exercise affect the heart?

(Answer: Exercise will bring an additional supply of blood and oxygen to the heart, and it will increase its efficiency.)

5. Are all exercises alike?

(Answer: No. Different forms of exercise are designed to develop different parts of the body. A good program should include bending, stretching and twisting exercises to build total fitness. Most important, a program should be tailored to the individual's physical condition.)

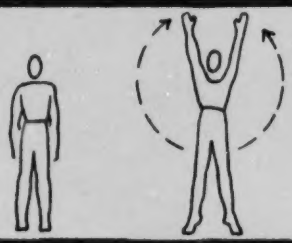
6. Can you begin to exercise even after years of inactivity?

(Answer: Yes. Experience shows that everyone can recapture a high degree of fitness even after years of inactivity. The body responds quickly with relatively little difficulty. But start slowly and gradually increase the amount of work performed in progressive stages.)

The time is right to begin your exercises

For more effective results keep the following pointers in mind: 1. Start gradually. 2. Increase the amount of exercise each day. 3. Avoid dizziness by a brief pause before alternating sides. 4. Take *deep breaths* between exercises. 5. Rest whenever needed. 6. Make exercising a part of your daily routine.

1



Deep Breathing

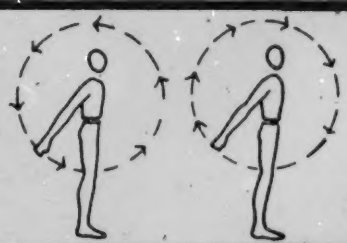
Take deep breath, rise on toes with arms extended over head, exhale slowly. Repeat 3 times.

2

Walk in Place

Lift left knee up, then lower knee; then lift right knee up, then lower knee. Repeat 10 times.

3



Arm Swings

Swing right arm rotating forward 5 times; reverse motion, rotating backward 5 times. Repeat with left arm. With both arms together in a windmill fashion swing forward 5 times; reverse 5 times.

4

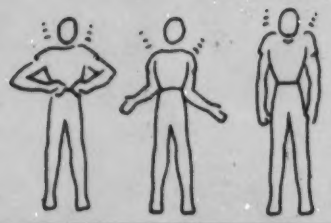
Finger Squeeze

Extend arms shoulder height in front, palms down; squeeze the fingers slowly, then release. Repeat 5 times. Then turn palms up, squeeze fingers 5 times. Extend arms again in front and shake fingers 5 times.

5

Arm Turns

Extend arms to the side, palms up, cup hands, turn arms down in a circular movement and return to starting position. Repeat 5 times. Extend arms, cup hands, facing down, turn arms in the opposite direction 5 times.



Shoulder Rolls

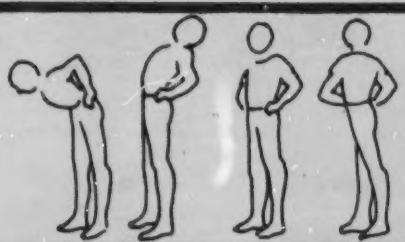
Beginning with arms at side, roll shoulders forward in full circle, slowly, 5 times; reverse by rolling shoulders backwards in a circle, slowly, 5 times. Then shrug shoulders up and down, 5 times.

Body Stretch

Extend right foot forward as far as it will go, leaving the left foot firmly planted; bend body forward with arms extended stretch forward 5 counts, stretching further forward on each count. Reverse procedure. Lift up on your toes, stretch overhead to count of 5.

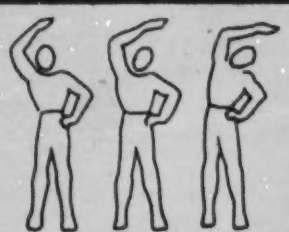
Head & Neck Exercise

Place hands on hips. Keeping eyes open, bend head forward so that chin touches the chest, then bend head backwards as far as it will go, then bend head to starting position and turn the head to the left, then return head to starting position and then turn head to the right. Repeat 5 times.



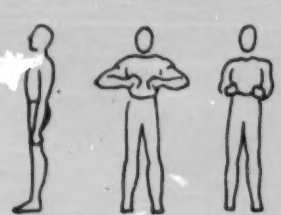
Body Bends & Turns

Place hands on hips, bend body slowly forward as far as it will go, then bend body back. Return body to starting position, then turn the body to the left, return to starting position, turn body to the right. Repeat 5 times.



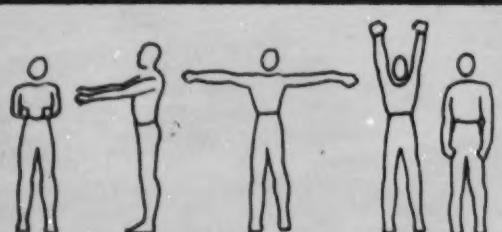
Body Side Stretch

Place left hand on left hip, extend right arm over head, bend to left side towards the ground, to the count of two. Return to starting position and place right hand on right hip with left arm extended upward over head and bend to the right, to the count of 2.



Posture Exercise

Stand erect with feet about six inches apart. Tighten leg muscles, tighten stomach by drawing it in, extend chest, bring arms up with clenched fists chest high, take deep breath, let it out slowly (keeping the muscles taut and rigid) vibrate arms back for a count of 3.



Arm Thrusts

With feet six inches apart, make fists, bend elbows, then thrust arms forward, bring back; thrust sidewards, bring back, then thrust arms upward and down. Repeat 3 times.

Even Further

1. Have this program as one in a series on Physical Fitness. Use the other program packages applicable: #2, HEALTHY BODY, HEALTHY MIND; #6, HELP YOURSELF TO BETTER HEALTH; and #7, AGING: WE ALL DO IT.

2. Members of the group can demonstrate exercises they regularly perform.

3. Members could further investigate the topic of physical fitness and present their findings to the group. A good starting point for research could be the books suggested in the Additional Information section of Program Package #2.

4. Exercise especially helps those who suffer from some types of arthritis. Contact the Arthritis Foundation for a speaker. See Resources for information.

5. Try to continue a regular exercise program when the group meets. Certain members may be willing to conduct the program on a regular basis.

Resources

See also: the Resources section of Program Package #2.

The Arthritis Foundation
12 W. 25th Street
Baltimore, Maryland 21218
Telephone: 366-0923

Contact for further information on the handouts, speakers, and films they provide.

Maryland Office on Aging
1004 State Office Building
301 W. Preston Street 21201
Telephone: 383-2100

Contact for additional copies of the exercises in this package. Ask for the booklet "Join the Active People Over 60."

National Association for Human Development
1750 Pennsylvania Avenue, N.W.
Washington, D. C. 20006
Telephone: (202)393-1882

This is a non-profit foundation which sponsors the National Health Education and Fitness Program for Older Persons. Training and promotional materials for the "Active People Over 60" program are available at cost. Contact them for the list of materials.

Baltimore County Aging Programs and Services
52 W. Susquehanna Avenue
Towson, Maryland 21204
Telephone: 494-3296

Physical fitness is inherent to the philosophy of services offered by Baltimore County Aging Programs and Services. Contact them for additional information on the programs they offer.

Program Package #4

GRAY CONSCIOUSNESS

Materials: MAGGIE KUHN: WRINKLED RADICAL (16mm film) 27 minutes
WE'VE COME OF AGE (16mm film) 12 minutes

Equipment: 16mm projector
screen

Content Summary

Fighting the forces of ageism has become a lifestyle for the woman, MAGGIE KUHN: WRINKLED RADICAL. She is show organizing and speaking for the group she helped to form, The Gray Panthers.

Walter Abel leads an inspiring essay on the power of the Senior population in the second film, WE'VE COME OF AGE.

Outline for Use

1. Read the Introduction to the film MAGGIE KUHN: WRINKLED RADICAL.
2. Show the film MAGGIE KUHN: WRINKLED RADICAL.
3. Read the Introduction to the film WE'VE COME OF AGE.
4. Show the film WE'VE COME OF AGE.
5. Discuss the films. Use the questions from After the Presentation as aids.

Introduction

For the first time in the history of our country, the population of those over age 65 is increasing faster than that of those younger. Despite the large number of older adults, many of them feel they are second class citizens. Why? Perhaps a few statistics wil be enlightening. Seventy per cent of older adults live on less than $3,000 a year. In March of 1973 the U. S. Bureau of Census listed the median income for single males age 65 and older as $3,746 and for single females, $1,899. Social Security represents at least half of the income for the majority of older Americans. Senior

adults are plagued by poor housing, increased crime, under nourishment, and inadequate medical care.

Complaceny is not a cure for the ailments of the older American. In 1970, Maggie Kuhn reached the mandatory retirement age of 65, but she refused to retired to her rocking chair. Instead, she joined with her friends to discuss the problems they had collectively experienced because of their age. Out of this initial meeting grew the group which came to be known as the Gray Panthers. Since that time they have grown into a nationwide network combating the forces of ageism. The first film MAGGIE KUHN: WRINKLED RADICAL tells the story of this woman and the Gray Panthers.

Introduction for WE'VE COME OF AGE

The second film WE'VE COME OF AGE features actor Walter Abel telling the story of this nation's elders. It helps us to see and appreciate the contributions your generation have made to today's society and urges you to work for due benefits. The sponsors of this film, The National Council of Senior Citizens was formed in 1961 and now has a membership of 3 million. They

are an important lobbying group for legislation affecting the elderly.

After the Presentation

1. How would you define "ageism"?

(Answer: Ageism is discrimination against persons on the basis of chronological age, depriving groups of power and influence. It is a phenomenon that occurs widely among the old and the young.)

2. American society tends to place certain values on being young or being old. How does our society express the values that "old is bad" and "young is good"? Can you think of instances where the opposite is expressed - "old is good" and "young is bad"?

3. Stereotypes for any segment of society are always damaging. Discuss some stereotypes of old people you have seen or heard. Here are some starters:

"Dirty old man" (Know any dirty young ones?)

"My, you look good for your age"

"Why don't you act your age?'

"...little old lady" (lots of big old ladies too!)

4. We are conditioned to have "self-hate about oldness". Can you think of personal experiences of this negative attitude that you or friends have about growing old? What can be done to bolster your own self image?

(Examples: consciousness raising sessions, becoming active in Senior affairs, talking with other about attitudes toward aging.)

5. According to social gerontologists there are several different life-styles one may lead as s/he grows older. One of these theories, the "disengagement" or "rocking chair" theory describes old age as a time to withdraw from active social life. Maggie Kuhn describes the "disengagement" theory as suicide, preferring instead an "activity" approach to aging. Do you agree or disagree with her?

6. Maggie Kuhn says, "We think of old age as a lusty

period, rather than a supine one." Do you think this is a realistic statement for the majority of Senior Citizens?

You may want to first ask the group what "supine" means. Ask for some synonyms.

(Hint: passive, inactive, listless.)

7. What alternatives should be open to a person who has reached the traditional retirement age?

(Examples: continue working, second career, retirement if desired, political activism, volunteer work, more time with family and friends, more time for hobbies.)

8. What do you think are the pros and cons of working versus retirement?

9. Maggie Kuhn calls the Sun City or Leisure World retirement communities "glorified playpens". Do you agree with her? Why or why not?

10. Do you feel that it is important to have groups like the Gray Panthers to act upon age-related concerns? Why or why not?

11. Why is the title WE'VE COME OF AGE appropriate for the second film? What does it mean to you?

12. People of middle age have the most political power. Many feel this will change as the over-60 population increases. How do you feel about this?

13. What are some local political issues affecting Seniors that interest you? National issues?

(Examples: mandatory retirement, National Health insurance, tax rebates.)

<u>Even Further</u>

1. Conduct a media monitoring project to determine how old people are portrayed. Have members of the group monitor TV, radio, and newspapers for a selected period of time and bring back results for discussion. What are the implications of your findings?

The Gray Panthers have a media watch committee. Contact them at their national headquarters for recent news of activities.

2. Hold "consciousness raising" sessions for interested members of your group. These are group discussions held for the purpose of gaining or producing greater awareness about being old. Consciousness raising has been described as "opening the door to the mind--questioning what is happening; why is it happening; does it have to happen that way"? Talk about experiences you have had due to your age(good and bad) and about feelings you have about growing old. Make the sessions pleasurable by serving snacks and beverages. The session could be a single meeting or held over a period of weeks.

3. Start a bulletin board of news items and announcements that are of special interest to the Senior citizen. Find a volunteer to report on activities to other members periodically.

4. Organize a special committee to keep informed on recent developments in legislation affecting Seniors.

Resources

The Gray Panthers is a national group concerned with ageism in today's society. They focus on action and consciousness raising as means for constructive change.

Gray Panthers (national office)
3700 Chestnut Street
Philadelphia, Pennsylvania 19194
Telephone: (215)382-6644

The groups below are Gray Panthers contacts for the Maryland area. Both are involved with legislation and matters that pertain to the elderly.

Maryland Advocates for the Aging, Inc.
101 Brightside Avenue
Baltimore, Maryland 21208
Telephone: 486-5318

Maryland Network No. 1
United Church Center
114 W. Montgomery Avenue
Rockville, Maryland 20858

Additional Information

The following books are available from the Baltimore County Public Library:

Abernathy, Jean	Old Is Not a Four Lettered Word	301.435A
Beauvoir, Simone de	Coming of Age	301.435B
Butler, Robert	Why Survive? Being Old in America	301.435B
Degen, Charles	Age Without Fear	301.435D
Percy, Charles	Growing Old in the Country of the Young	362.6P
Pratt, Henry	The Gray Lobby	301.435P

This book is particularly useful as an overview of "gray lobby" legislation, and the national organizations for older adults.

Program Package #5

JOURNEY'S END

Materials: JOURNEY'S END (16mm film) 28 minutes

Equipment: 16mm projector
screen

Content Summary

The film JOURNEY'S END is a dramatic presentation dealing with the necessity of planning for the end of life.

Outline for Use

1. This film requires special consideration in presentation due to the nature of the material. Before showing the film read the Introduction to the audience.
2. Show the film.
3. Begin the discussion with the ideas presented in After the Presentation section for making the audience feel free to actively discuss the issues presented.
4. Follow this discussion with some specific questions as outlined in the After the Presentation discussion section.

Introduction

In ancient Egypt, royalty elaborately planned for their death. Huge temples for burial called pyramids were built years ahead of the death, and when a person of noble birth died, the funeral rites often lasted for months. Crypts were filled with examples of the wealth accumulated during the lifetime--priceless jewelry, prized possessions, and sometimes, a servant or two.

Needless to say, times have changed. But basically, planning for the end of life occurs just as it did for the Egyptian of 1500 B.C. It is wise and very necessary to

decide how you would like it done. Funeral arrangements can be planned so that expensive, last-minute decisions are avoided.

Disposing of property you have accumulated in your lifetime can be managed in two ways. The first method is to let the state handle the matter. Every state has established laws for distributing a deceased's property. The second method to dispose of property is to make a will. By making a will you are assured that your property will be apportioned as you wish.

JOURNEY'S END, the film you are about to see, takes us into the lives of a family experiencing the loss of a member. Unfortunately, the member forgot the adage, "You can't take it with you." The importance of planning for funeral arrangements and making a will become very obvious.

<u>After the Presentation</u> (For Group Leader).

The audience may be hesitant to begin a discussion on the topics in the film. As a discussion leader, it will be your task to make the audience feel less inhibited. Using some of the following suggestions from the Program Discussion Guide for JOURNEY'S END may be helpful.

1. For some groups the easiest way to begin is by making a clear statement couched in simple words of how fearful most of us are about aging and death. We do not like to hear about it, think about it, or be around aging people or death itself. In our society that's normal.

After that statement ask how individuals felt about the whole film, simply to allow the resistance to surface. If one person will acknowledge defense mechanisms and tell how s/he feels, it may make others aware of their resistance.

2. A second way of getting at the same feelings is simply to ask for shared experiences. Has anyone in the group recently had a relative die? Is the film accurate in describing the lack of planning? Would it have helped them if they had had a list? This discussion leader may himself know of a recent case where all was chaos because of lack of planning. He can open by sharing that case.

3. Another way of opening would be to have a simple one page instrument where each one in the group is asked to anonymously jot down his or her reactions to the film. These are then gathered and the discussion leader summarizes them for the group and recites any poignant comments as the basis for further discussion.

4. Ample time must be allowed for this discussion of feelings to eliminate any uneasiness or discomfort on the part of the group. To overcome defenses in this case is very important if the rest of the discussion is to be valuable.

<u>After the Presentation</u>

1. What do you feel is valuable about planning a will?

(Answer: A will assures that your estate will be passed down as you wish.)

2. Where can you go for help in making a will?

(Answer: Your family lawyer is the logical choice. Legal clinics are now available with fees lower than a private practice lawyer. Call Baltimore County Public Library's AID Desk for further information on a legal clinic.)

3. What is a holographic will?

(Answer: A holographic will is a hand-written will. These are not legal in Maryland; therefore, if you decide to write your own will, make sure to use a typewriter.

4. What is a "living will"?

(Answer: The "living will" is a document directing that, in the event of a terminal condition, medical procedures which prolong the dying process be withheld or withdrawn. At this time, it is legal in only a few states. It is written not only to carry out your wishes, but also to protect doctors and nurses from possible legal action.

5. Knowledge of some basic legal terms is necessary to understand will and estate planning. Quiz the group on knowledge of some terms:

bequeath - to give personal property by will
executor - one named in the will to settle an estate
personal property - all property except real estate
probate - legal establishment of the validity of a will
estate - property or possessions a person has at the time of death
codicil - a supplement or appendix to a will. When you wish to change a will, instead of rewriting the entire will, you simply add a codicil.*

6. Ask who in the audience has gone through the process of preparing a will. Have them talk about their experiences.

7. In the film, the minister refers to the funeral as a "celebration of life." What do you think he means by this?

8. Why is planning funeral arrangements helpful?

(Answer: Death of a loved one is a time of great physical and emotional strain. While planning funeral arrangements does not alleviate the grief, it does lessen the tension and often saves unnecessary expense.)

*from Kling, Your Will and What to Do About It.

9. What is a funeral or memorial society?

(Answer: A memorial society is a group of people who have voluntarily joined together to obtain dignity, simplicity, and economy in funeral arrangements through advanced planning.

10. What is the difference between a funeral and a memorial service? What is the purpose of having such a service?

(Answer: A funeral service is a service held in the presence of the body, usually just before burial. A memorial service is usually held after the body has been removed.

Both services tend to fill the need for relatives and friends to express their feelings. Usually the memorial service will concentrate on the personality of the deceased, and how s/he influenced the lives of others.)

Even Further

1. Funeral directors in your local area may be willing to speak to your group about the types of funeral arrangements available.

2. Have a lawyer speak to the group about preparing a will.

Resources

For more information on the non-profit memorial society in the Baltimore area contact:

Greater Baltimore Memorial Society
716 Silver Creek Road
Baltimore, Maryland 21208
Telephone: 486-6532

A copy of the "Living Will" and additional information can be obtained from:

The Euthanasia Educational Foundation
250 W. 57th Street
New York, New York 10019

Additional Information

The following books are available from Baltimore County Public Library:

Wills

Ashley, Paul	You and Your Will (Large Type)	346.054R
Callahan, Parnell	How to Make a Will, How to Use Trusts	346.054C
Dacey, Norman	How to Avoid Probate	347.65D
Farmer, Robert A.	How to Avoid Problems with Your Will	347.65F
Farmer, Robert A.	Last Will and Testament	347.65F
Helm, Alice (ed.)	The Family Legal Advisor (includes chapters on wills and legal problems of death)	340.0973H
Kling, Samuel	Your Will and What to Do About It	347.65K
Newman, Joseph	Teach Your Wife How to Be a Widow	301.428N
Newman, Joseph (ed.)	What Everyone Needs to Know About Law	340.0973N
Richards, Ralph	You Can't Take It With You	346.054R
Webb, Gain	Wills and Administration of Estates	346.05W

Funerals

Draznin, Yaffa	How to Prepare for Death	301.5D
Harmer, Rugh	High Cost of Dying	301.5H
Mitford, Jessica	American Way of Death	393M
Morgan, Ernest	Manual of Death Education and Simple This is an excellent book (64 pp.) dealing with adequate preparation for death especially in the area of funeral preparation. It can be obtained for permanent use by writing for a copy from: Celo Press Burnsville, N. C. 28714 Price - $2.00	393M

Program Package #6

HELP YOURSELF TO BETTER HEALTH

Materials: HELP YOURSELF TO BETTER HEALTH (16mm film) 16 minutes
EAT, DRINK AND BE WARY (16mm film) 21 minutes

Equipment: 16mm projector
screen

Content Summary

HELP YOURSELF TO BETTER HEALTH, a film made specifically for the older adult, gives tips on the selection and preparation of food.

The refined, processed foods that most Americans eat daily are the subject of EAT, DRINK AND BE WARY. Besides taking a close look at food additives, the film dramatically illustrates the influence of advertising on our eating habits.

Outline for Use

1. Read the general Introduction.
2. Use the Before the Presentation section.
3. Read the Introduction to the film HELP YOURSELF TO BETTER HEALTH.
4. Show HELP YOURSELF TO BETTER HEALTH.
5. Discuss the film using appropriate questions from the After the Presentation section.
6. Read the Introduction to EAT, DRINK AND BE WARY.
7. Show the film EAT, DRINK AND BE WARY.
8. Discuss the film using appropriate questions from the After the Presentation section.

Introduction

Food should be considered very important to the older adult in two ways. First there is the nutritional value of the food. Are you eating enough? Or are you eating too much? What are the right things to eat?

These questions should be explored thoroughly, for good nutrition is especially important in the later years. Your

daily requirements for vitamins and minerals remain the same as for a 35 year old, but the calorie intake tends to decrease. Every bite you take counts. In it are more calories, vitamins and minerals. To keep the mental and physical processes in peak condition, the food you eat must be chosen for its nutritional value. The old saying is true - "You are what you eat".

Buying food is also a very important consideration, for older people often find themselves on a limited income with food prices increasing beyond their budget. Therefore, you must be a wise shopper and know what food gives you the best nutritional value for your dollar.

Introduction to HELP YOURSELF TO BETTER HEALTH

The first film HELP YOURSELF TO BETTER HEALTH deals with the Senior Citizen and the special needs s/he may encounter on the road to good nutrition. Tips are given on how to choose the proper foods and how to prepare them. Older people talk about eating habits they have adopted to better cope with their needs.

Introduction to EAT, DRINK AND BE WARY

Modern food processing has led to a variety of new terms: pre-packaged, ready-to-eat, preservatives, vitamin enriched, etc. It has also led to a drastic change in the average American's eating habits. In this second film EAT, DRINK AND BE WARY, shoppers, cooks and nutritionists offer their views on processed foods. Food additives, the high sugar content in foods, and the role of advertising in deciding our food choices are covered in depth.

Before the Presentation

1. Give each person a piece of paper and a pencil. Ask them to write down the food they have eaten today (or the day before if you are conducting a morning program). Examine the foods against a daily food allowance chart.

2. Discuss questions that members of your group may have concerning food purchasing and preparation. Some of the questions or ideas raised during the discussion may be covered in the films.

After the Presentation

1. Discuss food habits and why we eat what we eat. Do we choose foods based on nutritional value, advertising promotion, availability, habit, or taste?

2. Have you been influenced by the vast array of warnings concerning certain foods?

(Examples: high fat versus low fat, foods with added sugar in them, highly refined foods.)

How have they changed your feelings or your eating habits?

3. Do you know what information is contained on the nutrition label?

(Answer: Nutrition labels are required only on those food products to which nutrients such as vitamins or minerals have been added or for which nutritional claims are made.

The labels contain two sections. The first table lists amounts of calories, protein, fat, and carbohydrates included in one serving. The second table lists the percentages of the U. S. Recommended Daily Allowance, USRDA, for vitamins and minerals supplied in significant amounts in one serving.)

4. FOOD FACTS AND FALLACIES (True or False?)

a. People who make a shopping list tend to buy less on impulse. (T)

b. Shoppers tend to buy more in the early phases of a shopping trip. (T)

c. Supermarkets are strategically laid out, so that higher priced items are placed within easy reach so you will buy them. (T)

d. People tend to spend 5% of their budget on non-food items. (F) (Beware of the huge discount food stores. You may end up spending up to 18% of your budget on non-food items.)

e. Food Stamps are not accepted at all food stores. (T) (Food Stamps are accepted only at authorized food stores.)

f. There is no difference between fruit juice and a fruit drink. (F) (Fruit juice contains only juice and perhaps, preservatives while fruit drinks usually contain juice, water, sugar, artificial flavors, colorings and preservatives.)

g. The grade of meat deals with the food value of the meat. (F) (The grade deals only with the tenderness, juiciness, and flavor, not with the amount of nutrients it contains.)

h. Juice packs of fruit have less sugar than syrup packs. (T) (But, beware! They are still higher in calories and sugar content than fresh fruit.)

i. The nutritional needs of a 35 year-old vary only slightly from that of a 65 year-old person. (T) (The nutritional needs are about the same, but the calorie intake must usually be reduced. This is because you tend to be less active over 65, and because as you get older the body uses nutrients at a slower rate.)

j. The label on your food lists ingredients in alphabetical order. (F) (The order of ingredients is listed in order of predominance by weight.

k. Displays at check-out counters and the end of aisles are aimed at the impulse buyer. (T) (Modern store managers know that prominent displays of high profit items make them more accessible and, therefore, more "buyable".)

5. What are some suggestions for making eating alone more pleasant?

(Suggestions: *eating by a window
*watching TV or listening to the radio

*reading a book or newspaper
*eating lunch in the park
*treating yourself to a meal out
*inviting a friend for a meal

Eating alone is not always necessary. Some people have formed "eating clubs" or have regular pot luck suppers. Title VII Nutrition Programs (Lunch Plus Sites) have been established throughout Baltimore County. See Resources for further information.)

Even Further

1. Compare the cost per serving with the nutritional value of different breakfast cereals, soups and canned products. Which ones are the best buy? Which the worst? Use actual products for the demonstration.

2. Invite a nutritionist to speak to the group. It may be helpful to poll the group for topics of interest. Suggested topics include cooking and planning for special diets. Many different programs could be built around speakers. See the resource list at the end of this program package.

3. Have members keep a diary of the foods eaten over a certain period of time. In groups of five or six examine the foods they have eaten for nutritional content. After this examination have each person decide how their diet could be improved.

4. Have members of the group bring recipes in to be analyzed by a nutritionist. Inform the nutritionist of your intentions before s/he attends the meeting.

5. Compare the cost of using pre-packaged, convenience foods versus making it from "scratch". This will require some homework on the part of a few people; prices of ingredients needed must be computed, then adjusted for a per serving cost. Discuss the idea of convenience foods being worthwhile because of savings in time and energy.

6. Have a group examine the layout of a supermarket. What foods are emphasized? What foods are at eye level and on

special display? What foods are displayed at check-out lines? How do these foods fare nutritionally? It may be possible to have a supermarket manager speak to your group about the "psychology" of store display. Be prepared with questions.

7. Set up a television monitoring project and determine what types of foods are advertised. Compare the nutritional value of the food to the quantity of advertising. For instance, do snack foods such as pretzels or candy get more or less advertising than fresh fruits? Is the advertising aimed at a particular group?

Resources

Baltimore County Aging Programs and Services
121 W. Susquehanna Avenue
Towson, Maryland 21204
Telephone: 494-4109

Contact for information regarding Lunch Plus sites or delivery of meals for the homebound.

Giant Food, Inc.
P. O. Box 1804
Washington, D. C. 20013

Contact for free pamphlets on nutrition. They also have a special pamphlet for Senior Citizens.

Office of Communication
U. S. Department of Agriculture
Washington, D. C. 20250

Contact for free and low cost publications on nutrition. Request list of publications dealing with meal preparation and nutrition.

Society for Nutrition Education
2140 Shattuck Avenue
Suite 1110
Berkeley, California 94704

The booklet A Guide For Food and Nutrition in Later Years, which accompanies the film HELP YOURSELF TO BETTER HEALTH is available for $.50 a copy.

American Dietetic Aasociation
430 N. Michigan Avenue
Chicago, Illinois 60611

Will provide information on general nutrition and special diets.

Additional Information

Benarde, Melvin	Chemicals We Eat	664.06B
Consumer Reports	Eating Right for Less	641.1E
Cooper, Lenna	Nutrition in Health and Disease	613.2C
Crawford, Michael	What We Eat Today	641.1C
Davis, Adelle	Let's Cook It Right	641.5D
Davis, Adelle	Let's Eat Right to Keep Fit	641.1D

Gore, Irene	Add Years to Your Life and Life to Your Years	613.0438G
Hunter, Beatrice	Food Additives and Federal Policy: The Mirage of Safety	614.31H
Hunter, Beatrice	Natural Food Primer	641.1H
Jacobson, Michael F.	Eater's Digest: The Consumer's Factbook of Food Additives	664.06J
Jacobson, Michael F.	Nutrition Scoreboard	641.1J
Kiell, Paul and Joseph Frelinghuysen	Keep Your Heart Running	613.7K
Kinderlehrer, Jane	How to Feel Younger Longer	613.043K
Lamb, Lawrence	Stay Youthful and Fit	613.0438L
Lamb, Lawrence	What You Need to Know About Food and Cooking for Health	641.1L
Leonard, Jon	Live Longer Now	613L
Leonard, Jon and Elaine Taylor	The Live Longer Now Cookbook	641.563L
Margolius, Sidney	The Great American Food Hoax	641M
National Academy of Sciences	Recommended Dietary Allowances	641.1N
Nichols, Joe D.	Please, Doctor, Do Something	613.2N
Null, Gary	Complete Handbook of Nutrition	641.1N
Null, Gary	Complete Q & A Book of General Nutrition	613.2N
Packard, Vernal	Processed Foods and the Consumer	664P
Passwater, Richard	Supernutrition	641.1P
Rodale, Robert	Sane Living in a Mad World	613.2R
Tatkon, M. Daniel	Great Vitamin Hoax	615.854T
Verrett, Jacqueline and Jean Carper	Eating May Be Hazardous to Your Health	614.33V
Weiss, Malcolm	Vitamin Puzzle	J613.28W
White, Philip (ed.)	Let's Talk About Food	641W

Williams, Roger	Nutrition Against Disease	613.2W
Winter, Ruth	A Consumer's Dictionary of Food Additives	664.06W
Wordsworth, Jill	Diet Revolution	613.2W

There are a variety of cookbooks available from the Baltimore County Public Library for those on special diets. Choose which are best for you. A few are listed below.

Cavaiani, Mabel	The Low Cholesterol Cookbook	641.5638C
Beer, Gretel	The Diabetic Gourmet Cookbook	641.563B
Bennett, Iva and Martha Simon	The Prudent Diet	641.563B
Bowen, Angela	The Diabetic Gourmet	641.563B
Dong, Collin H.	The Arthritic's Cookbook	641.563D
Gibbons, Euell and Joe Gibbons	Feast on a Diabetic Diet	641.563G
Jones, Jeanne	Diet for a Happy Heart (low cholesterol, low saturated fats, sugar free cookbook)	641.563J
Peltz, Edith	Bland but Grand (for gastro-intestinal disorders)	641.563P
Roth, June	The Troubled Tummy Cookbook	641.563R
Roth, June	Salt Free Cooking with Herbs and Spices	641.563R
Small, Marvin	The Special Diet Cookbook	641.563S
Stead, Evelyn and Gloria Warren	Low Fat Cookery	641.5638S
Waldo, Myra	The Low Salt, Low Cholesterol Cookbook	641.563W

Program Package #7

AGING: WE ALL DO IT

Materials: AGING (16mm film) 22 minutes
TO A GOOD LONG LIFE (16mm film) 20 minutes

Equipment: 16mm projector
screen

Content Summary

The two basic patterns of aging - activity and disengagement - are discussed in the film entitled AGING.

TO A GOOD LONG LIFE examines the lifestyles and philosophies of three older people as seen through their eyes.

Outline for Use

1. Read the Introduction to the film AGING.
2. Show the film AGING.
3. Read the Introduction to the film TO A GOOD LONG LIFE.
4. Discuss the films. Use the suggestions for After the Presentation as aids.

Introduction

Many of the stereotypes associated with older people are being broken down through the field of gerontology. Gerontology, the study of the process of aging, is devoted to finding what it is really like to be old.

The most common myth concerning the old is that they are a homogeneous group, that "They are all alike." Studies show that nothing could be farther from the truth. Two common patterns of aging are often discussed. The "disengagement" and the "activity" pattern contrast sharply with each other.

"Disengagement" is defined by a person's willingness to sit back and withdraw socially and psychologically from the environment. The disengaged person is likely to feel little pressure and be satisfied with his/her state of life.

The "activity-oriented" person tends to remain busy. The later years are simply a continuation of a lifestyle. This

person is also satisfied with the type of life he/she has chosen.

Introduction to AGING

AGING, the first film, discusses these different theories of the aging process. We learn that there is no particularly right way to act as one grows old. The personality of the individual will determine the reaction to old age.

Introduction to TO A GOOD LONG LIFE

The personalities of three people over the age of 60 are explored in the film TO A GOOD LONG LIFE. Each of them explains how and why they chose their current lifestyles for their later years.

Before the Presentation

1. Talk about some personalities that you know who started or continued achieving into their later years. Here are some starters:

Grandma Moses	Pablo Picasso
Eleanor Roosevelt	Winston Churchill
Golda Meir	Robert Frost
Bertrand Russell	Clara Barton

2. Not all achievements need be world-shaking. Have members of the group talk about achievements they have had in their lives. For example, volunteer work, handicrafts, political activity.

3. Talk about some less famous personalities that have continued to achieve in their later years, such as a relative or friend.

4. Discuss the meaning of stereotyping and how dangerous it can be to a person's growth. The following definition and example may start the discussion.

> American Heritage Dictionary: stereotype (noun) "a conventional and usually oversimplified conception, opinion or belief; a person, group, event or issue considered to typify or conform to an unvarying pattern or manner, lacking any individuality"

After the Presentation

1. Do you feel as though "old age" is a truly separate period of life or is it simply a continuation of a lifestyle?

2. Should a longer life span be a goal of modern medicine? Why or why not?

3. By 1980, approximately 20% of America's population will be over sixty. What do you think will be the effects of this on modern society? Will older people have more influence or decision-making roles?

4. Because of age segregation (the young staying and associating with the young and the old with the old), we have very little opportunity for an exchange of feelings and experiences between age groups. What do you think caused this? Has it always been this way? Discuss the role of the family in promoting intergenerational experiences.

5. Do you think age segregated communities are a good or bad idea? Why or why not?

6. Discuss the idea of romantic relationships between generations. The number of intimate relationships between an older person and younger person are increasing. Why do you think this phenomena is occurring?

7. Would you classify yourself as an "active" or a "disengaged" person?

(Note: Active: Old age is just a continuation of middle age. That is, the lifestyle of your middle years will be continued after retirement.

Disengaged: Old age is a separate period of life, free from the social and psychological responsibilities of younger years.)

8. Because you are old you have some unique contributions for others. Can you think of a few contributions that you could make?

(For some stimulation in helping to relate some personal statements:

*To act as a model for growing old for younger people

*From your experiences, you have a perspective on things which younger people do not have. For example: Have you been in a war? Raised a family? Been involved in politics? Conducted a business?

*You have a sense of the entire life cycle which younger people cannot possibly have)

9. If you were to counsel someone in their fifties about what to expect in their coming years, what do you think would be some important points for them to consider?

(A survey on this question was conducted for the National Council on Aging by Louis Harris and Associates, Inc. According to the survey:

88% - make sure you have medical care available
81% - prepare a will
80% - build up your savings
80% - learn about pensions and social security benefits
70% - buy your own home
64% - develop hobbies and other leisure time activities
50% - decide whether you want to move or continue to live where you are)

Even Further

1. Invite a counselor or psychologist to speak about the process of aging. Check your local mental health association or community college for speakers.

2. Have members of the group investigate the aging process and report back to the group what they have found. Some possible topics: physiological aging, recent gerontological research, alternative living arrangements for the older person.

3. Have a panel discussion on the pros and cons of "disengagement" versus "activity" theories in later years. A moderator should be appointed to control the topics and raise pertinent questions.

4. Many local colleges conduct courses on Aging in the psychology and sociology departments. Check with individual colleges for information on courses and fees. Usually, fees are reduced or waived for Senior citizens.

5. Have each member of a group report on people noted for their achievements in later years. Perhaps this could be done as a weekly presentation over a period of time.

6. Program Packages #4 and #13 feature people in their later years. These packages could be offered as a supplement to this program.

Resources

Several agencies in Baltimore County coordinate volunteers with organizations.

Retired Senior Volunteer Program (RSVP)
Essex Community College
Baltimore, Maryland 21237
Telephone: 682-6000, Ext. 497
Monday-Friday, 9-5

Acts as a placement agency for Baltimore County Services. They place volunteers in non-profit agencies.

Voluntary Action Center of Central Maryland, Inc.
711 W. 40th Street, Suite 317
Baltimore, Maryland 21211
Telephone: 467-1600
Monday-Friday, 9-5

This agency recruits, interviews, and refers volunteers with organizations. They also provide an educational program on general volunteerism.

Baltimore County Aging Programs and Services
Volunteer Services
32 W. Susquehanna Avenue
Towson, Maryland 21204
Telephone: 494-2144
Monday-Friday, 9-5

Volunteers are recruited for help with programs conducted by the Baltimore County Aging Programs and Services.

Additional Information

The following books are available from the Baltimore County Public Library:

Butler, Robert	Sex After Sixty - A Guide for Men and Women in Their Later Years	301.418B
Bradbury, Wilbur	Adult Years	301.43B
Comfort, Alexander	Good Age	612.67C
Curtin, Sharon	Nobody Ever Died of Old Age	362.6C
Degen, Charles	Age Without Fear	301.435D
Fischer, David	Growing Old in America	301.435F
Hochschild, Arlie	Unexpected Community	301.435H
Huyck, Margaret	Growing Older	301.435H
Jonas, David and Doris	Young Till We Die	301.435J
Kimmel, Douglas	Adulthood and Aging	155.6K
Kurtzman, Joel	No More Dying: the Conquest of Aging and the Extension of Human Life	612.68K
Leaf, Alexander	Youth in Old Age	612.68L
Neugarten, Bernice	Middle Age and Aging	301.43N

Nouwen, Henri	Aging	170.202N
Rosenfeld, Albert	Prolongevity	612.67R
Rubine, Isadore	Sexual Life After Sixty	612.67R
Winter, Ruth	Ageless Aging	612.67W
_____	Aging in America	301.435A

Program Package #8

REMEMBERING COUNTY FAIRS

Materials: REMEMBERING COUNTY FAIRS (multi-senory kit and manual)
DON'T KNOCK THE OX (16mm film) 13 minutes

Equipment: slide projector/cassette player combination
16mm projector
screen

Content Summary

REMEMBERING COUNTY FAIRS takes a look at the county fairs of the past and present in a sight, sound and aromatic adventure.

DON'T KNOCK THE OX is a filmed visit to a small county fair in the Midwest. The traditional ox-pulling contest is highlighted.

Outline for Use

REMEMBERING COUNTY FAIRS is a multi-sensory kit and includes a slide show, scratch and sniff cards, songs, fair paraphernalia, and a program manual. The film DON'T KNOCK THE OX is a supplement to this kit. The program package is appropriate to use over several days. Complete directions for using the materials in the multi-sensory kit are provided in Remembering County Fairs. A Program Manual, which is included in the package.

An example of how the entire program package could be used in three sessions is given below.

Day 1 (1 hour program)

1. Read the general Introduction below.
2. Show the slide/tape presentation "Step Right Up, Ladies and Gentlemen...to a Blue Ribbon Fair". Follow with a group discussion. See pages 15 and 21 of the Remembering County Fairs manual for the introduction and discussion questions for the slide show.
3. End the program with a sing-along as discussed on pages 24 and 25 of the manual.

Day 2 (1 hour program)

1. Introduce the film using the Introduction to DON'T KNOCK THE OX given below.
2. Use the story on pages 22 and 23 of the manual, "An Aromatic Adventure at the Fair". This employs the scratch and sniff cards.

Day 3 (1 hour program)

1. Plan an activity around one of the additional ideas on pages 52-54. The fair paraphernalia may be particularly useful for one of the programs.
2. Use the poems included in the kit. See pages 37-40 of the manual for ideas to use the poems. The shorter poems could be handed out and recited as a group. Save the longer poem for one member of the group to recite, or recite it verse by verse with a few people.

Introduction

Going to the fair! For residents of Baltimore County that means heading for the Timonium State Fair Grounds. There are few people who haven't attended a fair at least once in their lifetime.

Lots of memories can be inspired when thinking about fairs - the bright lights of the midway, the smells of the food stands selling cotton candy and crabcakes and the voices of the hawkers expounding the strange sights of the sideshows.

As you will see, the county or state fairs occur across the United States with a few variations for local color and traditions. So, without further ado, let's take a sight, smell and sound journey to a county fair.

Introduction to DON'T KNOCK THE OX

Those people hailing from the West and Mid-west United States are probably familiar with some of the fair events unique to that part of the country. One event in particular, the ox-pulling contests, stems from the use of this animal in everyday

farm work. Once a year, at the county fair, the local farmers have a chance to prove their oxen are the "best". The film DON'T KNOCK THE OX shows one such county fair and provides a glimpse of the people and customs of Farmland, USA.

Even Further

See the Additional Ideas section in the REMEMBERING COUNTY FAIRS program manual, pages 52-54.

Additional Information

The margins of the Bibliography section in the REMEMBERING COUNTY FAIRS program manual (pages 42-51) are marked with call numbers of books available from the Baltimore County Public Library.

Program Package #9

REMEMBERING 1924

Materials: REMEMBERING 1924 (multi-sensory kit and manual)
GIRL SHY (16mm film) 65 minutes

Equipment: slide projector/cassette player combination
16mm projector
screen

Content Summary

The Twenties--flappers, speakeasies, and Babe Ruth--are remembered in the multi-sensory kit REMEMBERING 1924.

Silent film star Harold Lloyd shows his talent and the era in the film GIRL SHY.

Outline for Use

REMEMBERING 1924 is a multi-sensory kit, which includes a slide/tape show, songs, a crossword puzzle, poems, paraphernalia, jokes, and a program manual. The film, GIRL SHY, is a supplement to this kit. The program package is appropriate to use over several days. Complete directions for using the materials in the multi-sensory kit are provided in Remembering 1924. A Program Manual, which is included in the package.

An example of how the entire program package could be used in three sessions is given below.

Day 1 (1 hour program)

1. Read the general Introduction below.
2. Show the slide/tape presentation "It Was 1924". Follow with a group discussion. See pages 14 and 23 of the manual for introduction and discussion questions.
3. Hand out and discuss the paraphernalia. Use the hand-out "The Cost of Living" to stimulate discussion. For additional information on using the paraphernalia, consult the manual, pages 49-53.

Day 2 (1 hour 15 minute program)

1. Show and discuss the Harold Lloyd film, GIRL SHY. This film is particularly good for looking at the characteristics of the era--the clothes, cars, acting style, etc. Present the film using the Introduction to GIRL SHY, below.

Day 3 (1 hour program)

1. Use Tape #2 for a sing-along program and Charleston music. See pages 24 and 25 for ideas.
2. Close the program with some joke telling. This can be an activity for an entire group or just a few members could perform the joke skits. See pages 54-60.

Introduction

The 1920's was a time of change in the United States. Traditions were rapidly dissolving; the pace of life was becoming increasingly more rapid. To be in your twenties during the twenties was exciting!

Let's take a retrospective look at the people and events of that time. Let the slide show "It Was 1924" jog the memory. Think about where you were and what you were doing in 1924 . . .

Introduction to GIRL SHY

The twenties was the decade of the silent film. Going to the movies for a nickel, the audience waited to see the stars of the screen, Valentino, Clara Bow, Mary Pickford and Douglas Fairbanks.

Comedy came alive on the silent screen with Buster Keaton, and Charlie Chaplin sharing the comedy limelight. Another comedy king, Harold Lloyd, showed his talents in numerous

movies of the silent era. One of these movies GIRL SHY was made in 1924 and featured Lloyd as the shy tailor's apprentice who is trying to get a collection of his romantic fantasies published. In the film, Harold falls in love, loses the girl and wins her back with quite a lot of adventurous bumbling in between.

While watching the film, take yourself back to the theatre where you remember spending Saturday afternoons. Imagine hearing the rinky-tink piano and munching on a box of Cracker Jacks. Remember, it's 1924 and you have your best girl or guy sitting next to you. Have a great time!

Even Further

See the Additional Ideas section of the REMEMBERING 1924 program manual, pages 69-73.

Resources

Maryland Historical Society
201 W. Monument Street
Baltimore, Maryland 21201
Telephone: 685-3750

The Maryland Historical Society has a collection of costumes and prints from the 1920's. They are periodically on exhibit. Call for further information. Hours are 11 to 4, Tuesday through Saturday, and 1 to 5 on Sunday.

Additional Information

The margins of the Bibliography section in the REMEMBERING 1924 program manual (pages 61-67) are marked with call numbers of the books available from the Baltimore County Public Library.

Program Package #10

REMEMBERING TRAIN RIDES

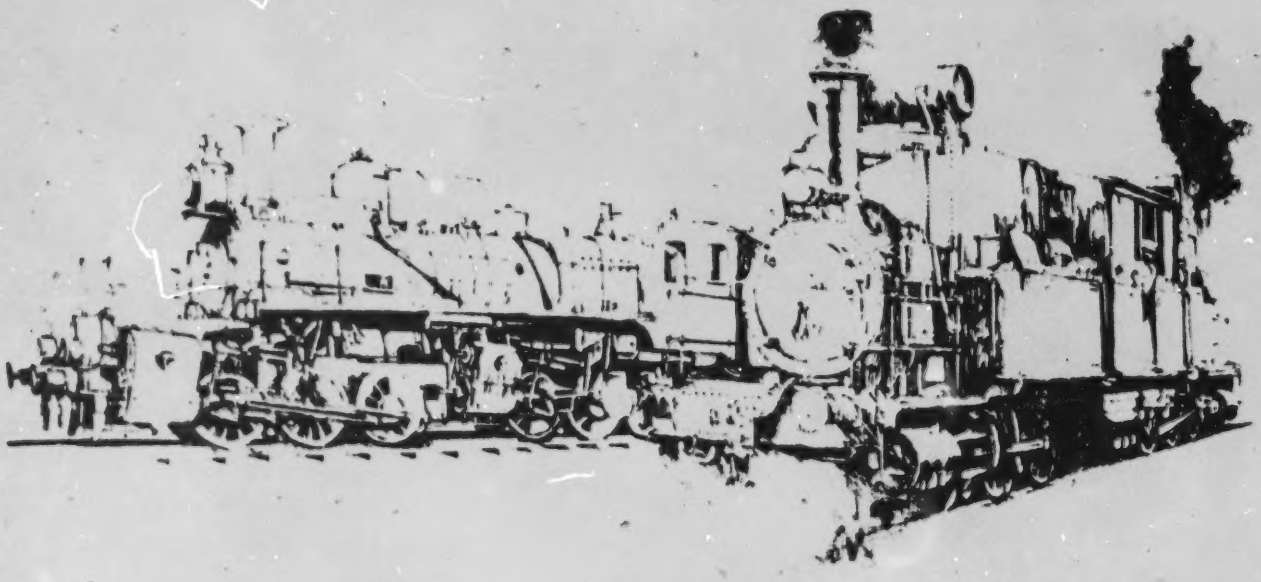
Materials: REMEMBERING TRAIN RIDES (multi-sensory kit and manual)
PORTRAIT OF A RAILROAD (16mm film) 20 minutes

Equipment: slide projector/cassette player combination
16mm projector
screen

Content Summary

Train rides of yesterday and today are the topic of REMEMBERING TRAIN RIDES.

In the film, PORTRAIT OF A RAILROAD, viewers are taken along 25,000 miles of steel linking the Great Lakes, the Rockies, and the Pacific.



Outline for Use

REMEMBERING TRAIN RIDES is a multi-sensory kit which includes a slide/tape show, a map, a skit, train paraphernalia, and a program manual. The film, PORTRAIT OF A RAILROAD, is a supplement to this kit. The program package is appropriate to use over several days. Complete directions for using the kit are provided in Remembering Train Rides. A Program Manual,

which is included in the package.

An example of how the entire program package could be used in three sessions is given below.

Day 1 (1 hour program)

1. Read the general Introduction below.
2. Show the slide/tape program "All Aboard". Follow with a group discussion. See pages 14 and 21 of the manual for introduction and discussion questions.
3. For a discussion starter, use the Amtrak map. See page 22 of the manual.
4. Use the joke routines as outlined on pages 50 and 51 of the manual as a program closing.

Day 2 (1 hour program)

1. Show and discuss the film PORTRAIT OF A RAILROAD.
2. Have a sing-along. See page 23 of the manual for details.

Day 3 (1 hour program)

1. Perform the skit for three "When is the Train Due?" See page 52 of the manual.
2. Use the train paraphernalia. See page 56 for suggested uses.
3. End the program by reciting poems or singing songs not used in yesterday's program. For information on how to use the poems, refer to page 46 of the manual.

Introduction

The railroad has always been a powerful social and economic force in the United States. With the development of cross-country travel, the railroad became a fast, inexpensive way to link the East and West coasts. People and products moved freely and easily for the first time.

Everyone born before the 1940's can tell a "train" story. Most people either worked on the railroad or knew someone who did. Later generations are more likely to

identify long distance travel as plane travel. The slide show "All Aboard" should stir some memories and stories about the days when everybody rode the trains.

Introduction to PORTRAIT OF A RAILROAD

The role of the railroad in supplying the country with necessary commodities is depicted in the film PORTRAIT OF A RAILROAD. Grains, timber and machines make their way to the consumer via the route of the railroad--alongside roaring rapids, across the plains, and into the high country. Timberland, wheat fields and snow-filled valleys are the panorama for this modern Western railroad.

Even Further

See the Additional Ideas section of the REMEMBERING TRAIN RIDES program manual, pages 69 and 70.

Resources

Baltimore and Ohio Railroad Museum
901 W. Pratt Street
Baltimore, Maryland 21223
Telephone: 273-2381

This is the largest rail exhibit in the United States. Hours are Wednesday through Sunday, 10 to 4. Reservations are required for groups two weeks in advance. Group rates are available.

Ellicott City Railroad Museum and Model Railroad
Historic Ellicott City, Inc.
P. O. Box 244
Ellicott City, Maryland 21043
Telephone: 461-1944

This museum features the oldest restored passenger railroad terminal in the United States. Also features a slide/tape presentation by reservation. Hours are daily from 11 to 4. Tours are held Friday through Sunday.

Additional Information

The margins of the Bibliography section in the REMEMBERING TRAIN RIDES program manual (pages 58-68) are marked with call numbers of the books available from the Baltimore County Public Library.

Program Package #11

REMEMBERING SCHOOL DAYS

Materials: REMEMBERING SCHOOL DAYS (multi-sensory kit and manual)
MAPLE SUGAR FARMER (16mm film) 29 minutes

Equipment: slide projector/cassette player combination
16mm projector
screen

Content Summary

REMEMBERING SCHOOL DAYS takes a look at learning in the past and the present.

A tender look at the past is revealed in MAPLE SUGAR FARMER, the story of a sixth generation Vermont farmer.

Outline for Use

REMEMBERING SCHOOL DAYS is a multi-sensory kit which includes a slide/tape show, a sing-along tape, a skit, poems, samples of old textbooks, paraphernalia, and a program manual. The film, MAPLE SUGAR FARMER, is a supplement to this kit. The program package is appropriate to use over several days. Complete directions for using the kit are provided in Remembering School Days. A Program Manual, which is included in the package.

An example of how the entire program package could be used in three sessions is given below.

Day 1 (1 hour program)

1. Read the general Introduction below.
2. Show the slide/tape program. Refer to the manual for discussion ideas.
3. Use the paraphernalia as discussion aids. See the program manual for hints on how to use these items.

Day 2 (1 hour program)

1. Show and discuss the film MAPLE SUGAR FARMER. Use the Introduction MAPLE SUGAR FARMER, below.

2. Have a sing-along. Use the program manual for ideas on how to use the songs.

Day 3 (1 hour program)

1. Perform the skit.
2. Use the samples of old textbooks and the poems to end the program. See the program manual for guidelines.

Introduction

Readin' and writin' and 'rithmetic...taught by the rule of the hickory stick...that's the way school days used to be. Whether taught in the one room country schoolhouse or the large city public school, most people have a tale or two to tell about days in the classroom during their younger years.

Learning never stops, whether in the classroom or out. Presently, learning in all types of continuing education is a popular activity for many older adults. Local community colleges, nutrition sites, volunteer activities, second careers, and hobbies are all ways older adults add to their knowledge.

The slide show you are about to see compares and contrasts the schooling of the past to the schooling of the present for older adults. Hopefully, it will spark some memories of your past school days and provide some ideas for the school days of the present and future.

Introduction to MAPLE SUGAR FARMER

Going back to the days when things were not quite so hectic, Sherman Graff, a sixth generation maple sugar farmer, shows the method of making nature's candy by hand. He reminisces while boiling down the maple water to the syrup, and the syrup to sugar. He describes the mischievous antics of the students in the one-room schoolhouse, the country dances, and the less complicated lifestyle that was led in his youth. It should bring back some memories, especially for those people raised in the rural areas.

Even Further

See the Additional ideas section of the REMEMBERING SCHOOL DAYS program manual.

Resources

Springdale Schoolhouse
New Windsor, Maryland 21776

This is a one-room brick schoolhouse, furnished as it would have been in 1860. The school is open by appointment only, and reservations are required. Contact Marker Lovell, 6 N. Court Street, Westminster, Maryland 21157, Telephone: 848-8355.

Additional Information

The margins of the Bibliography section in the REMEMBERING SCHOOL DAYS program manual are marked with call numbers of books available from the Baltimore County Public Library.

Program Package #12

BALTIMORE: A PERFECT LADY

Materials: A PERFECT LADY (16mm film) 27 minutes

Equipment: 16mm projector
screen

Content Summary

Native Baltimorean Garry Moore narrates this historical description of the monumental city in A PERFECT LADY.

Outline for Use

1. Read the Introduction to the group.
2. Show the film A PERFECT LADY.
3. Discuss the film using ideas from After the Presentation section.

Introduction

The roots of Maryland begin with the granting of 6.7 million acres of land to the wealthy Calvert family by King James I of England. Later, as one of the original thirteen colonies, Maryland held an important role, for as Carleton Jones comments, "Its Bay was the supermarket and the beltway of the Eighteenth Century middle Atlantic."*

The land located on the Bay was explored many years before the actual founding of Baltimore in 1729. Farmers had settled along the Patapsco River and were in need of a port for their crops. From this commonplace beginning, the town was formally dubbed Baltimore Town on August 8, 1729.

Two hundred and fifty years later, Baltimore is regarded as a world trade center. The area around the harbor and business districts, originally purchased for six hundred dollars, is today worth millions. The growth of the city is documented in the film A PERFECT LADY. Garry Moore, a native Baltimorean narrates this historical review of the birth and maturation of the city and its people.

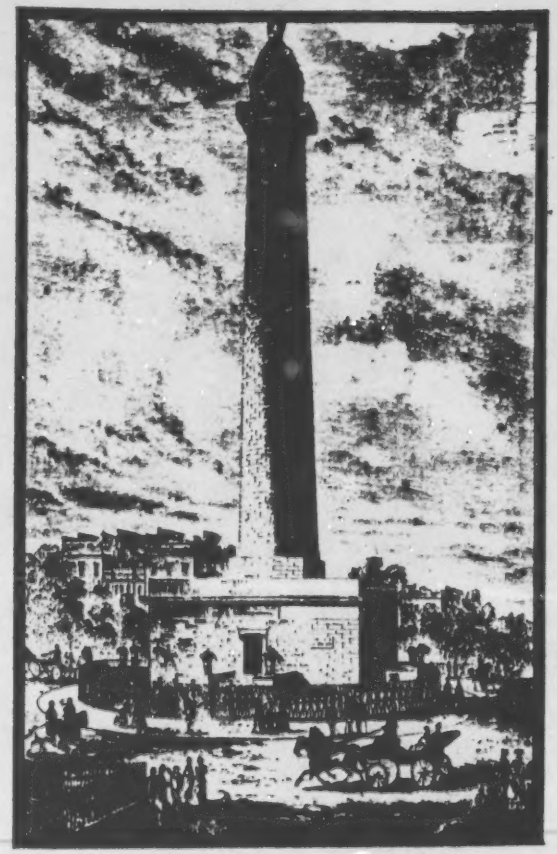
*Jones, Carleton, Maryland, A Picture History, p. 7.

After the Presentation

1. To stimulate some discussion, here is some interesting Baltimore trivia:

DID YOU KNOW THAT...They all hail from Baltimore:

Frank Zappa
Ogden Nash
Billie Holiday
Rembrandt Peale
Edgar Allan Poe
John Wilkes Booth
Dashiell Hammett
Goldie Hawn
Babe Ruth
Duchess of Windsor



...The University of Maryland opened the first dental school in the world here in Baltimore on the site of the Mercantile Building...

...Mother Seton of Baltimore was the first American-born to be sainted...

...Baltimore not only had the first trolley car in the U. S., but it also had the longest line providing service. It ran from Catonsville to Towson... Not to be outdone in offering service to meet the needs of its people, Baltimore even had a funeral trolley car available for hire. Electricity for the trolley line was provided by the now obsolete generator on Pier 4...

...Fort Carroll, the octagonal-shaped fort on the Patapsco River between Sollers Point and Hawkins Point, has never been used. It was designed and built by West Point cadet (later General) Robert E. Lee as an exercise in engineering

(Now that's what we call a work/study program!)...
...The Pabst Blue Ribbon Brewery first brewed beer in Fells Point...
...The present site of the Dundalk Marine Terminal was once an airport called Harbor Field. The first clipper planes carrying visitors to and from China landed there...
...Maryland Avenue was once known as the "Avenue of the Mayors." Mayor William T. Malster (1897-99) lived on the northeast corner of Maryland and 20th Street; Mayor Alcaeus Hooper (1895-97) lived on the northeast corner of Maryland and 22nd; Mayor E. Clay Timanus (1903-04) lived on the southeast corner of Maryland and 23rd; and Mayor J. Barry Mahool (1907-11) lived in the 2400 block of Maryland Avenue...
...Young Betsy Patterson (daughter of William Patterson, a founder of the B&O Railroad) rests by herself in the Greenmount Cemetery. She was never forgiven (by either her father or Napoleon) for marrying Jerome Bonaparte...
...The original Inner Harbor (filled in the early 1800's) extended as far as Water Street. At one time, sailing ships traveled up the Jones Falls as far as Calvert and Lexington Streets...
...The homes on Tyson Street once had one thing in common--holes in the basement walls. It seems that, during prohibition, the Read Street taverns stored their "supplies" below ground. In the event of a raid, the "supplies" were slipped through the holes and down the street for safe-keeping...
...The projecting granite blocks on both the Redwood and Calvert Street sides of the old Mercantile Trust Company building are known as "spy steps." Policemen making rounds would grasp the iron rings hanging just above them, step up and peer into the bank to make certain everything was all right...
...Gertrude Stein attended Johns Hopkins Medical School (though she never graduated)...
...The Ouija Board was invented in Baltimore...
...1815 Aliceanna Street is the site of the house where

Frederick Douglass, abolitionist and educator, learned to read as a young slave in the Auld family household... (Source: Bawlmer! An Informal Guide to a Livelier Baltimore, Citizen Planning and Housing Association.)

2. Share some personal recollections concerning Baltimore. Here are some suggestions: trolley cars, the railroad, the fire of 1904, favorite (or not so favorite) Baltimore City officials, ferry rides across the Patapsco, the Old Bay Line, Wilson Line trips to Tolchester and Betterton, flagpole sitting, the building of the first highrises, etc.

Even Further

1. Go on a tour of Baltimore! Contact the Downtown Coordinating Office (listed in Resources) for more information.

2. Catonsville Community College has a special program on Baltimore for groups. It features a narrator with thousands of slides on old and new Baltimore. Contact Bill Phillips at the Community Services Office at 455-4483.

3. Someone in the group may want to do further research into one of the personalities or events mentioned in the film. Their follow-up could be presented to the group.

Resources

There are numerous cultural and historical sites in Baltimore. For a complete listing and maps for walking tours, try using the book Bawlmer! as a starter. Also, a good resource book for tour information is Tours for Families or Groups in Metropolitan Baltimore. It is available for reference at the AID desk of the Baltimore County Public Library.

Information on Baltimore events can also be obtained by contacting the following agencies:

Downtown Coordinating Office
101 W. Fayette Street
Hilton Hotel
Baltimore, Maryland 21201
Telephone: 752-8632
Monday-Friday, 9-5

This is the central information and tourism office for

Baltimore. Literature is also available upon request.

Mayor's Office of Special Events and Projects
100 Holliday Street
Room 350
Baltimore, Maryland 21202
Telephone: 396-4891
Monday-Friday, 8:30-4:30

Recreational activities and special events, such as the summer programs at War Memorial Plaza are scheduled from this office. Seasonal calendars are published for your information.

For more specific information on events in Baltimore history, try some of these sources:

Maryland Historical Society
201 W. Monument Street
Baltimore, Maryland 21201
Telephone: 685-3750

Baltimore County Historical Society
9811 Van Buren Lane
Cockeysville, Maryland 21030

Some of the places mentioned in the film are listed below. Most provide tours. Telephone in advance for group tour arrangements.

Baltimore Museum of Art
Art Museum Driv
Baltimore, Maryland 21218
Telephone: 396-6310

The Peale Museum
225 Holliday Street
Baltimore, Maryland 21202
Telephone: 396-3523

Walters Art Gallery
600 N. Charles Street
Baltimore, Maryland 21201
Telephone: 547-9000

The Poe House
203 North Amity Street
Baltimore, Maryland 21223
Telephone: 727-6350

Baltimore Streetcar Museum
1901 Falls Road
Baltimore, Maryland 21211
Telephone: 727-9053 - Museum
Sunday, 1-5
Telephone: 685-5870 - Tours
Wednesday, 10-2

Fort McHenry National Monument
Baltimore, Maryland 21230
Telephone: 962-4290

Star Spangled Banner Flag House
844 E. Pratt Street
Baltimore, Maryland 21202
Telephone: 837-1793

For Additional Information

The following books are available from the Baltimore County Public Library:

Baltimore American	Baltimore, Maryland The Monumental City (1895)	Md 975.26B
Baltimore Department of Education	Baltimore, City of Promise	Md 917.526B
	Baltimore: Past and Present, with Biographical Sketches of Its Representative Men (1871)	Md 975.26B
Baltimore Municipal Journal	Baltimore: 200th Anniversary	Md 975.26B
Baltimore Municipal Museum	Baltimore During the Civil War	Md 973.7B
Beirne, Francis	Amiable Baltimoreans	Md 975.26B
Beirne, Francis	Baltimore...A Picture History 1858-1968	Md 975.26B
Bodine, Aldine A.	Bodine's Baltimore	Md 917.526B
Brown, George W.	Baltimore and the Nineteenth of April, 1861 (1887)	Md 975.2B
Bruchy, Stuart	Robert Oliver, Merchant of Baltimore 1783-1819	Md B O
Burgess, Robert	This Was Chesapeake Bay	Md 917.5518B

Citizen's Planning and Housing Association	Bawlmer!	Md 917.526C
Cranwell, John	Men of Marque: A History of Private Armed Vessels Out of Baltimore During the War of 1812	973.5C
Dorsey, John and James Dilts	A Guide to Baltimore Architecture	Md 917.526D
Frey, Jacob	Reminiscences of Baltimore	Md 975.26F
Griffith, Thomas	Annals of Baltimore (1824)	Md Ref 975.26G
Hall, Clayton	Baltimore: Its History and People	Md 975.26H
Helmes, Winifred G.	Notable American Women	Md 920.72N
Henderson, Daniel	Baltimore, the Book of the Fire	Md 975.26H
	History of Baltimore, Maryland, from Its Founding as a Town to the Current Year, 1729-1898	Md Ref 975.26H
Howard, George	Monumental City (1873)	Md 975.26H
Janvier, Meredith	Baltimore Yesterdays	Md 917.526J
Jones, Carleton	Maryland: A Picture History	Md 975.2J
Love, W. H.	Baltimore: the Old Town and the Modern City	Md Ref 975.26L
	Maryland; A New Guide to the Old Line State	Md Ref 917.52M
Mercantile Trust and Deposit Company	Early Eighties: Sidelights on the Baltimore of Forty Years Ago	Md 975.26M
Olson, Sherry	Baltimore	Md 309.17520
Owens, Hamilton	Baltimore on the Chesapeake (1941)	Md 975.260
Scharf, John	Chronicles of Baltimore (1874)	Md 975.26S

Scharf, John	History of Baltimore City and County (1881)	Md Ref 975.2S
Sioussat, Annie	Old Baltimore	Md 975.26S
Stockett, Maria	Baltimore, A Not Too Serious History	Md 975.26S
Vexler, Robert	Baltimore: A Chronological and Documentary History 1632-1970	(J) Md Ref 975.26
Weston, B. Latrobe	Baltimore in Verse and Prose	Md 917.526W
Whedbee, Thomas	Port of Baltimore in the Making, 1828-1878	Md 975.26W
Williams, Harold	Baltimore: Afire	Md 975.26W

Program Package #13

ART: CHARACTER AND CRAFT

Materials: NEVER GIVE UP - IMOGENE CUNNINGHAM (16mm film) 28 minutes
UNDER THE COVERS (16mm film) 11 minutes

Equipment: 16mm projector
screen

Content Summary

NEVER GIVE UP - IMOGENE CUNNINGHAM is an intimate visit with the 92-year-old portrait photographer. She reveals her thoughts on her career, growing old, and a philosophy of life.

Quilting as an American art is highlighted in UNDER THE COVERS, showing the historical and artistic significance of this craft.

Outline for Use

1. Read the Introduction to the group.
2. Show the film NEVER GIVE UP - IMOGENE CUNNINGHAM.
3. Discuss the film. Use the questions from After the Presentation as aids.
4. Show the film UNDER THE COVERS.
5. Discuss the film. Use the questions from After the Presentation as guides.

Introduction

By the time Imogene Cunningham was 25, she was already gaining recognition as a successful portrait photographer. Her work was later to lead her to capture the likenesses of many famous personalities, although she did not limit herself to portraiture. She became well-known for her soft focus technique and her artistic rendering of nudes and plant close-ups. In the film NEVER GIVE UP - IMOGENE CUNNINGHAM, we are introduced to the work of this woman, along with her personal insights into life, past and present. She talks candidly about her work and her role as a woman in a changing society. In

addition, topics such as growing old and death are treated in a forthright manner. This film captures the incredible honesty of Imogene--a woman who truly did not know how to "give up".

Another art, quilting is featured in the film UNDER THE COVERS. Unlike photography, which was barred to most women, quilting has always been a way that American women could show their creativity.

And, as the film shows, it is a piece of Americana that is experiencing a hearty revival.

<u>After the Presentation</u>

NEVER GIVE UP - IMOGENE CUNNINGHAM

1. How do Imogene's photographs, as art, differ from the snapshots you take of family, vacations, celebrations, etc?

2. Why is the film titled NEVER GIVE UP? How does Imogene demonstrate this by her lifestyle?

3. Imogene fills her days with work. How does this compare with your attitude toward work? Toward fun?

4. On her art, Imogene says she did most things instinctively. Do you think that most artists create this way? What has been your experience in creating art?

5. Imogene suggests that luck has been with her -- more than she deserved. Do you feel this is so? Or does one have to strive for the successes of one's life?

6. Imogene makes a few comments that deserve some discussion. "No one's famous while they are living. They're just infamous". "I don't believe in holding grudges. I just believe in forgetting things".

7. Imogene says she doesn't like old age. Does she exemplify this by her lifestyle? What benefits can you see from the experience of growing older?

8. In the beginning of the film, Imogene talks about death with a tinge of humor. Do you think that humor is appropriate for such a subject? Why or why not?

9. A word to describe Imogene's life would be "motivated." If you were to choose one word to describe your life, what would it be? Why?

10. Imogene stated, " as a photographer I was a curiosity". Do you feel this would happen today? Have you, or do you know of someone who became a curiosity because of their actions?

11. Imogene made several comments concerning the roles of women in society. How do you feel about women combining a career, marriage and family?

12. Imogene states that "... kids grow up better when mother is a working person". How do you feel about this?

13. Imogene was unique in her contributions as a woman and an artist. In the film, Imogene talks about another talented woman who didn't make it. What do you feel is the personality needed to be successful? What is your personal idea of success?

"UNDER THE COVERS"

1. Do you think that machine quilting is as viable an art as hand quilting? Why or why not?

2. Have any members of the audience discuss any art or handicrafts they perform.

3. Quilting was one of the few ways early American women could express their creativity. Today, creativity is expressed in many ways. How do you express this creativity?

4. How do quilting and photography compare as arts?

5. How do you feel about the statement: "Art is ageless"?

Even Further

1. Have a photographer and/or quilter from the community come to the program to act as a resource, display his/her work, or give a class.

2. Check with your local Baltimore County Public Library's AID desk for information on photography and quilting clubs.

3. Arrange a tour to view quilts at a local exhibition. Check with local quilting clubs for information.

4. Start a "community" quilt.

5. Arrange a photographic tour with interested members. Set up a display of photographs taken.

6. Arrange a tour of a local museum or college to view photography exhibits.

7. Check local community colleges for courses being given in photography or crafts.

Resources

Baltimore Museum of Art
Art Museum Drive
Baltimore, MD 21218
Telephone: 396-7100

Hours:	Tuesday thru Saturday	11 a.m. - 5 p.m.
	Thursday, evening	7 p.m. - 10 p.m.
	Sunday	1 p.m. - 5 p.m.
	Closed Monday	

Changing photography gallery. Reservations are required for guided tours at least two weeks in advance.

Baltimore Museum of Art
Downtown Gallery
Charles and Redwood St.
Baltimore, MD 21201
Telephone: 396-1384
Hours: Monday thru Friday 10 a.m. to 4:30 p.m.

Changing photography exhibits. Call for information.

University of Maryland, Baltimore County Campus
5401 Wilkens Ave.
Baltimore, MD 21228
Telephone: 455-2232
Hours: Monday thru Thursday 8 a.m. - 11 p.m.
Saturday 10 a.m. - 4 p.m.
Sunday 10 a.m. - 5 p.m.

Professional photography exhibits in library gallery. The library has an impressive collection of photographs, including those of Imogene Cunningham. Call 494-2352 for information.

For Additional Information

The following books are available from the Baltimore County Public Library:

Bacon, Lenice	American Patchwork Quilts	645.67B
Bogen, Constance	Beginning Book of Patchmaking Applique and Quilting	746.46B
Colby, Averil	Quilting	645.67C
Gonin, Eileen	Quiltmaking for Your Home	645.67G
Guild, Vera	Good Housekeeping Book of Quilt Making	645.67G
Hechtlinger, Adelaide	American Quilts, Quilting and Patchwork	645.67H
Hinson, Dolores	Quilter's Companion	645.67H
Houck, Carter	American Quilts and How to Make Them	645.67H
Ickes, Marguerite	Standard Book of Quilt Making and Collection	645.67I
Leman, Bonnie	Quick and Easy Quilting	746.46L
Lewis, Alfred	Mountain Artisans Quilting Book	645.67L
Lithgow, Marilyn	Quiltmaking and Quiltmakers	645.67L

McCall's	McCall's Book of Quilts	645.67M
McKain, Sharon	The Great Noank Quilt Factory	645.67M
Newman, Thelma,	Quilting, Patchwork, Applique and Trapunto	645.67N
Pfar, Effie	Award Winning Quilts	645.67P
Short, Eirian	Introducing Quilting	645.67S
Sommer, Elyse	A Patchwork, Applique and Quilting Primer	746.46S
Sunset (periodical)	Quilting and Patchwork	746.46S
Vogue	Vogue Guide to Patchwork and Quilting	746.46V

Program Package #14

THE PLAIN PEOPLE

Materials: THE AMISH: A PEOPLE OF PRESERVATION (16mm film)
28 minutes

Equipment: 16mm projector
screen

Content Summary

A rare look at the lives of the Amish is provided in this award-winning film.

Outline for Use

1. Read the Introduction.
2. Conduct a brief discussion using the question in the Before the Presentation section.
3. Show the film.
4. Discuss the film using the questions in After the Presentation.

Introduction

The Old Order Amish Community of Lancaster County, Pennsylvania, is an exception to the hustle and bustle of the normal American lifestyle. They co-exist with the mainstream of contemporary society by adhering to the belief of humility and resisting the temptation of pride.

Approximately 75,000 Amish live in the United States and Canada, but few people know much about their life-style other than the obvious styles of dress and horse-drawn carriages. The film THE AMISH: A PEOPLE OF PRESERVATION takes us into their very private world and helps us understand a unique culture.

A strong belief in the virtues of the past dominates the ideology of the Amish people. This is reflected in the old-fashioned simplicity of their homes, the adherence to traditional religious beliefs, and a strong sense of community. It provides a direct contrast to the mass-market approach to modern American lives.

After seeing the film you may feel as author William Schreiber felt upon a visit to an Amish community: "I could leave them with no other thought than that a few hours spent with the Older Order Amish was like a retreat into life in the past, a welcome halt to the feverish progress of the present." (William Schreiber, Our Amish Neighbors, p. 5)

Before the Presentation

Discuss with group members any impressions they may have of the Amish. Ask them to discuss any trips they have made to Amish country.

After the Presentation

1. Did the film alter or add to your understanding of the Amish?

2. The Amish cherish the ethic of hard work and teach their children the value of labor at an early age. Do you feel this is a good policy?

3. How do the values of the Amish compare with your values? Is the Amish sense of community much different from your own?

4. Discuss the roles held by elders in the Amish

community. How are they different from our own? Does our technological growth have an effect on these roles in our community?

5. Distinguish the Amish from the Mennonites and Pennsylvania Dutch.

(Answer: The Amish are often referred to as the "plain" people, and are distinguished from the more liberal group, the Mennonites. The Old Order Amish are an offshoot of the Mennonite Church, but they cling to more traditional customs, such as their plain clothing and shunning of technological advancements. When referring to the difference between the Amish and Mennonite communities, it is reported that one Amishman explained it this way: "Vy, dey vears puttons, and ve vears hooks oont eyes." (Phoebe Gibbons, The Pennsylvania Dutch, p. 7)

The distinctive language spoken by the Amish and Mennonites is called Pennsylvania Dutch. The "Dutch" is actually a rendering of the word "Deutsch", meaning German. Any of the communities descendant from the 17th and 18th century settlers in Pennsylvania are called Pennsylvania Dutch. They are not necessarily Amish or Mennonite, but most have retained their unique culture and traditions. They are particularly known for their cooking and decorative motifs, such as the hex signs on barns.)

Even Further

1. Plan a trip to Lancaster County, Pennsylvania, to visit the Amish community. Information may be obtained by contacting one of the agencies listed in Resources. Every summer a Pennsylvania Dutch Festival is held in Kutztown, Pennsylvania.

2. Make some dishes from Pennsylvania Dutch recipes. You

can obtain these recipes from the cookbooks listed in Additional Information. Have a luncheon on the day you show the film.

3. Have someone investigate the folklore associated with the Pennsylvania Dutch. Especially interesting are the hex signs and witticisms passed through generations.

Resources

For further information about tours or general information about the Pennsylvania Dutch area, the agencies listed below are helpful.

Mennonite Information Center
2209 Millstream Road
Lancaster, Pennsylvania 17602
Telephone: (717)299-0954

Includes a museum featuring a film and lecture.

Pennsylvania Dutch Tourist Bureau
1800 Hempstead Road
Lancaster, Pennsylvania 17602
Telephone: (717)393-9705

Pennsylvania Folklife Society
College Boulevard and Vine
Kutztown, Pennsylvania 19530
Telephone: (215)683-8707

This group sponsors the annual Kutztown Festival.

Additional Information

The following books are available from the Baltimore County Public Library:

Brand, Millen	Fields of Peace: A Pennsylvania German Album	917.48B
Hostetler, John	Amish Society	289.7H
Naylor, Phyllis	Amish Family	J301.452N
Naylor, Phyllis	Mennonites and Their Heritage	289.7M
Parsons, William	Pennsylvania Dutch	974.8004P
Robacker, Earl	Old Stuff in Up-Country Pennsylvania	917.48R
Robacker, Earl	Pennsylvania Dutch Stuff	745R
Schreiber, William	Our Amish Neighbors	289.7S

Smith, Edward	Traditionally Pennsylvania Dutch	917.48A
Stoudt, John	Sunbonnets and Shoofly Pies	917.48S
Warner, James A.	Quiet Land (pictorial)	289.73W
Wood, Ralph	Pennsylvania Germans	325W
Yoder, Joseph	Rosanna of the Amish	B Y
Zielinski, John	Amish, A Pioneer Heritage	289.73Z

Cookbooks

Groff, Betty	Good Earth and Country Cooking	641.59748G
Lestz, Gerald	Pennsylvania Dutch Cookbook	641.59748L
Randle, Bill	Plain Cooking	641.5R
Showalter, Mary	Mennonite Community Cookbook	641.5S
Staebler, Edna	Food That Really Schmecks	641.566S

Program Package #15

CRAFTS: IMPRINT THROUGH THE AGES

Materials: STAINED GLASS-PAINTING WITH LIGHT (16mm film) 20 minutes
PYSANKA (16mm film) 14 minutes

Equipment: 16mm projector
screen

Content Summary

STAINED GLASS-PAINTING WITH LIGHT describes the skill of assembling stained glass. The crafting of pieces from inception to final product is described and demonstrated.

The art of Ukranian egg decorating is demonstrated in a striking display of colors in the film PYSANKA.

Outline of Use

1. Read Introduction to STAINED GLASS-PAINTING WITH LIGHT.
2. Show the film STAINED GLASS PAINTING WITH LIGHT.

3. Read the Introduction to film PYSANKA.
4. Show the film PYSANKA.

Introduction

Craftmanship at one time was closely interwoven with basic human survival. Clothing, housing, and the food supply depended on the ability of people to craft items for their everyday use. In the America of the 1970's mass production and mass distribution of all the necessities of life make fulfilling those needs as easy as visiting a supermarket or department store.

But a certain amount of individuality is lost in today's impersonal marketplace. Crafting fulfills the need to reflect upon our individual personalities. We demonstrate our humanity by making something where once nothing existed but an idea in our imagination.

The scope of crafts today is unlimited. It can cost nothing or be very expensive. It can be done completely by hand or with elaborate machinery. The materials may be of cut paper or a dazzling combination of metals. The end product may be hung on a wall, worn as a piece of clothing, or enjoyed by children as a toy. Every person practices some type of craft, although s/he may not call it that. Knitting a vest, baking a special pastry, or building a set of shelves is a craft.

The joy of expressing oneself in crafts is unlimited. It can relieve the everyday tensions, build up self-confidence, and avert mental fatigue. The leisure hours in the retirement years may be used to build up your present skills or aid you in discovering new fields of exploration.

Stained glass is one of many crafts that have been handed down through the centuries. In the 1920's America saw a boom of interest in stained glass lamp shades. The art of combining different glass is demonstrated in the first film STAINED GLASS-PAINTING WITH LIGHT.

Introduction to PYSANKA

Many crafts have historical or religious significance. Pysanka (PIZ-EN-KAH) is such a craft, for it was first employed by the Ukranians to ward off evil spirts. This delicate and intricate art has been passed through the generations and although it has lost its original religious significance, it is still practiced because of its beauty and rich tradition. While watching the film PYSANKA, notice the art of film-making itself. This too is a craft.

After the Presentation

1. Discuss any ethnic or historically significant crafts which group members may know of or practice. Many craft books are devoted to this subject. See Additional Information for resources.

2. Ask members about beginnings of the crafts they practice. This may lead to interesting stories concerning their backgrounds.

3. Ask for opinions concerning the exact nature of a craft. How does a craft differ from art? A woven basket is definitely a craft, but is an oil painting? This is a controversy that is frequently discussed in the art/craft world.

4. Ask members their opinions on the value of crafting, both materially and psychologically. For example, some benefits could include: extra money by selling items, enjoyment, self-satisfaction, productive use of leisure time, etc.

Even Further

1. Have a crafts demonstration by members. This could be done on an individual basis, such as one per week. It could also be held as a complete program. Outsiders could be invited to attend and/or participate.

2. Have a group crafts project. The item(s) crafted should be decided upon as a group. It should also be decided if the item is to be kept or sold for a profit. If there are people who are not interested in the actual production, they could purchase materials, contact resource people, or handle any selling agreements.

3. A member of the group may be willing to instruct others in his/her craft. This could be done with only group members or could be opened to outsiders. Extra money may be made from doing this by charging for lessons.

4. Compile a crafts resource book for your area. Included should be local distributors, crafts shops, instructors and classes. This may be a good fund raiser if produced for sale at a bazaar or crafts fair.

5. Check local community colleges for recent crafts courses. Seniors can usually register free or inexpensively. Other craft courses are often taught by specialty shops or craft organizations.

6. Have someone check the local library for resource books, people and organizations on craft ideas. The AID desk at the local branch of the Baltimore County Public Library can help with this project. Special crafts programs are frequently conducted at the various branches.

Resources

Many specific crafts clubs/organizations are established in the Baltimore area. They may be willing to supply information and speakers or offer demonstrations. Contact the AID desk at your local branch of the Baltimore County Public Library for information.

The YWCA and YMCA often conduct craft classes. Contact them from the list in Program Package #2 HEALTHY BODY, HEALTHY MIND for information concerning programs and fees.

Baltimore County Department of Recreation and Parks
301 Washington Avenue
Towson, Maryland 21204
Telephone: 494-3871
Monday-Friday, 8:30-4:30

Craft programs and classes are often held at the local b anches of the Baltimore County Board of Recreation and Parks. The Golden Age Clubs are also sponsored through the Board. Contact them at the central office for further information.

Maryland Crafts Council
702 Walker Avenue
Baltimore, Maryland 21212
Telephone: 467-6029

This private non-profit group sponsors exhibits and workshops. Dues are required.

Art Guild of Maryland
12276 Woodspurge Court
Ellicott City, Maryland 21043
Telephone: 988-9248

This group of professional artists promotes good original art/craft work. Exhibits are held May through October on the third Sunday of the month at Hopkins campus fence. They can possibly supply speakers or a demonstration of a craft for your group.

Maryland Hobby Club
124 Manchester Avenue
Baltimore, Maryland 21157
Telephone: 848-3677

This group describes itself as "promoting good fellowship and pastime of having a good hobby." They have an annual hobby show.

For Additional Information

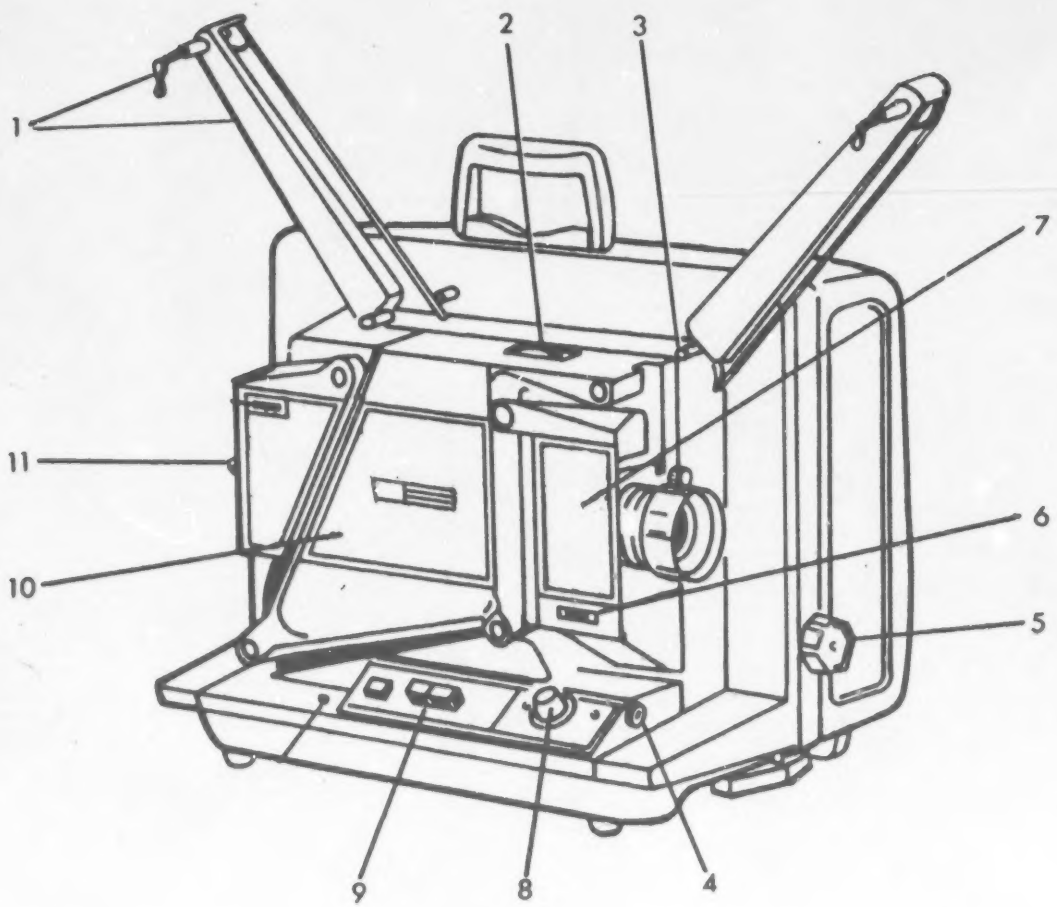
The Baltimore County Public Library has a large supply of crafts books. Rather than list each individually, they can be found under the call number 745.5 and are listed in the microform catalog under the heading "Handicraft." If you have difficulties or want a specific item, feel free to ask a librarian.

The books listed below are general craft books or bibliographies that are a good reference source for further information.

American Crafts Council	Contemporary Crafts Market-place	REFERENCE 745.5025A
Bealer, Alex	Successful Craftsman	
Boyd, Margaret	Mail-order Crafts Catalogue	REFERENCE 745.5B

Chicorel, Marietta (ed.)	Chicorel Index to the Crafts	REFERENCE 016.808C
Colin, Paul and Deborah Lippman	Craft Sources	745.507C
Feinman, Jeffrey	Catalog of Kits	REFERENCE 745.5F
Glassman, Judith	National Guide to Craft Supplies	338.477G
Griswold, Lester and Kathleen	The New Handicraft Processes and Projects	745.5G
Lovell, Eleanor	Index to Handicrafts, Model Making and Workshop Projects	REFERENCE 680L
May, Marian	American Crafts Guide	REFERENCE 745.5M
Nueckel, Susan	Selected Guide to Make-It, Fix-It, Do-It Yourself Books	016N
Rosenbloom, Joseph	Craft Supplies Super-Market	745.5R
Shields, Joyce	Make It. An Index to Projects and Materials	REFERENCE 016.7455C

16mm PROJECTOR



1. Reel arms and reel lock lever
2. Framing knob
3. Reel arm lock
4. Speaker jack
5. Elevation knob
6. Lens focus
7. Gate area access screw
8. Sound controls
9. Picture controls
10. Lamphouse cover
11. Master control lever

SLIDE PROJECTOR

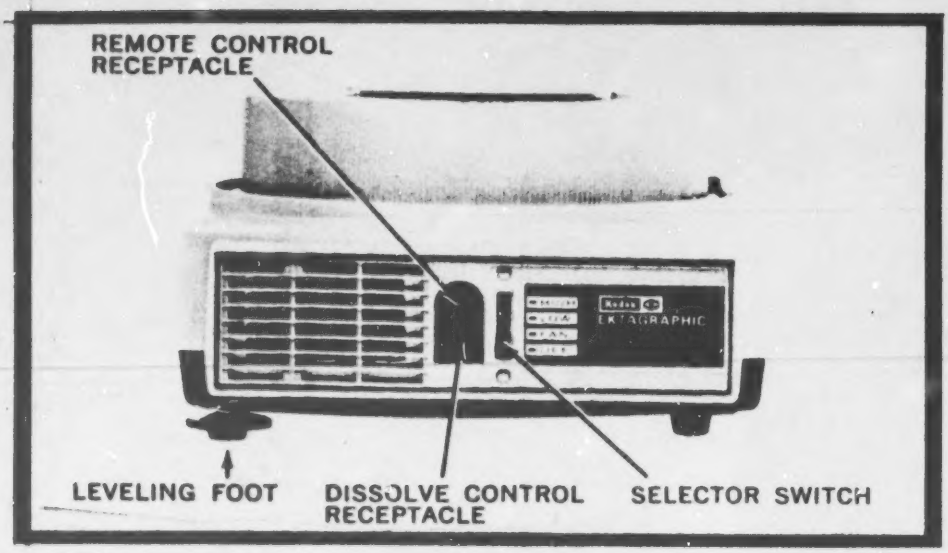


fig. 1

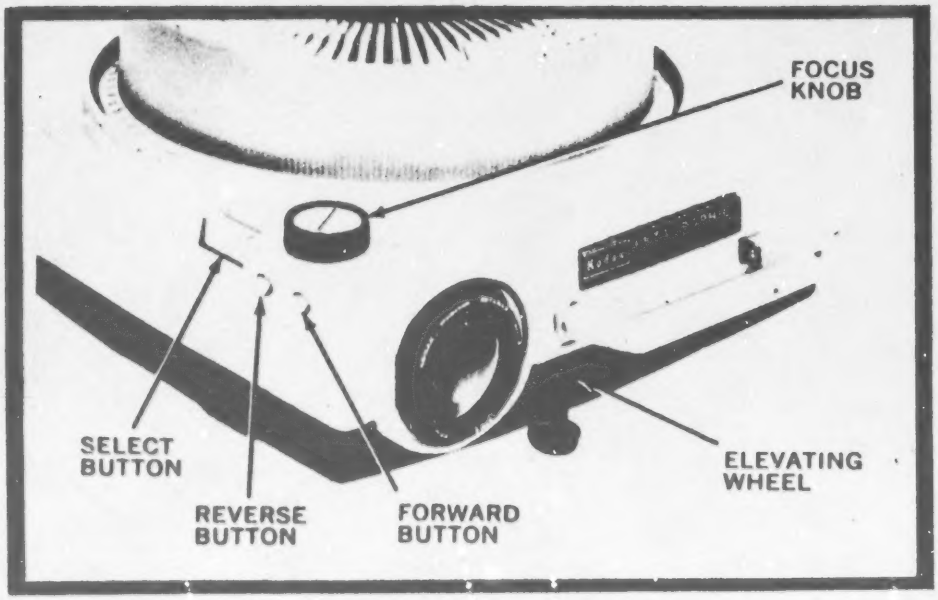


fig.2

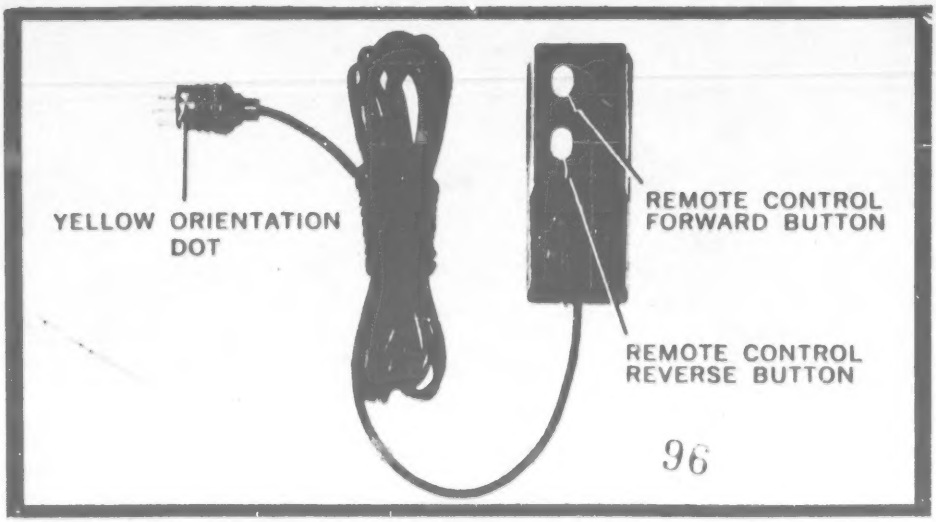
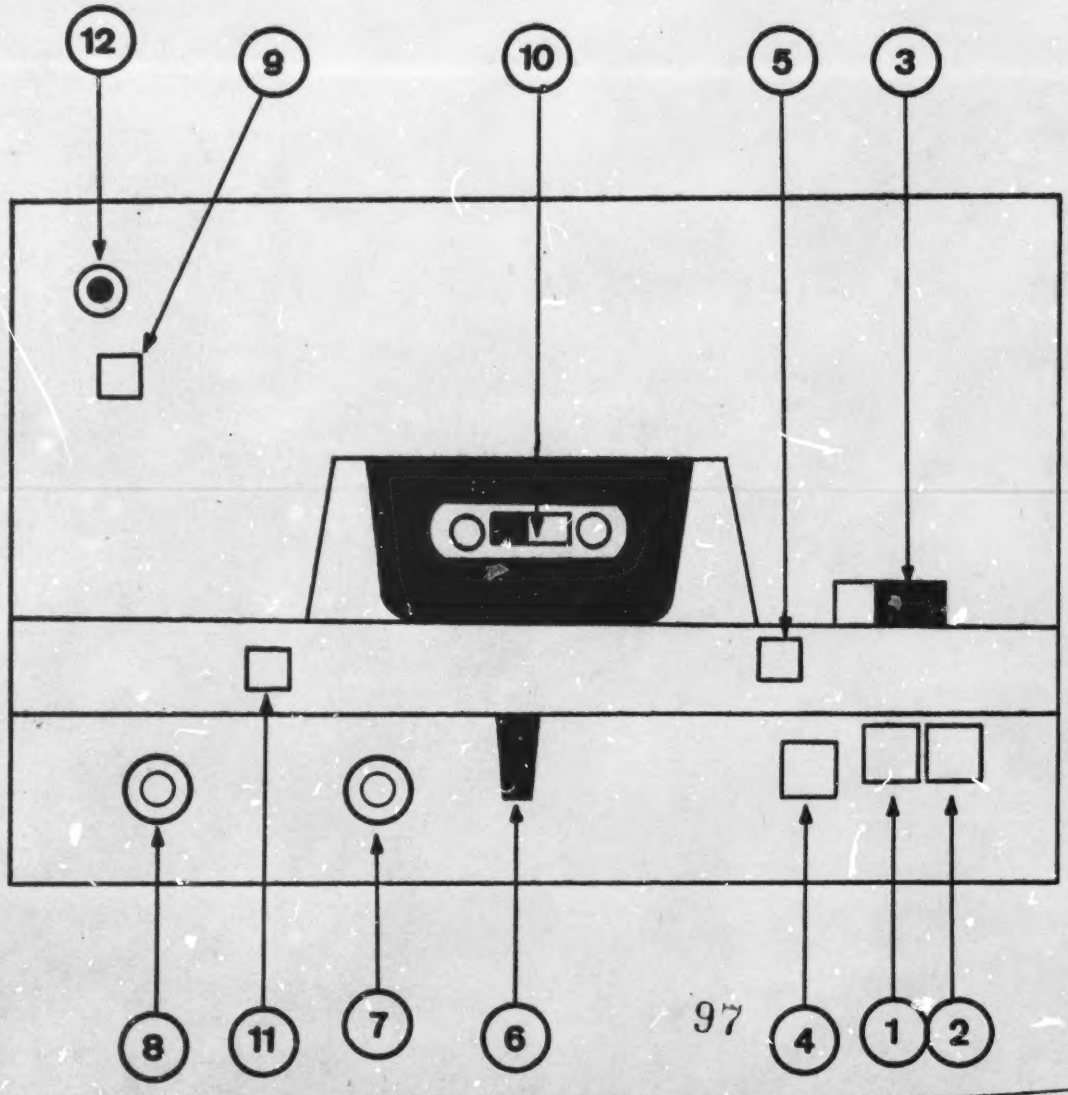


fig.3

CASSETTE PLAYER

1. Start button
2. Stop button
3. On-Off button
4. Pause lever
5. Eject lever
6. Rewind and forward lever
7. Tone control
8. Volume control
9. Visual advance button
10. Tape cassette platform
11. Sync mode control
12. Speaker/Phone jack



EQUIPMENT GUIDE

Using audiovisual equipment is simply a matter of following the directions given below. The first rule of running the equipment is "Don't be afraid of it". If you are able to read this paragraph, you are able to run the equipment provided with the program packages.

The manufacture's operator instruction manual is included with each piece of equipment. You will not need to use it unless you need to change a bulb. Replacement bulbs are included with the equipment.

The best procedure for following the instructions is to refer to the diagram of the piece of equipment explained. The directions are keyed to the diagram labels.

THE 16mm PROJECTOR

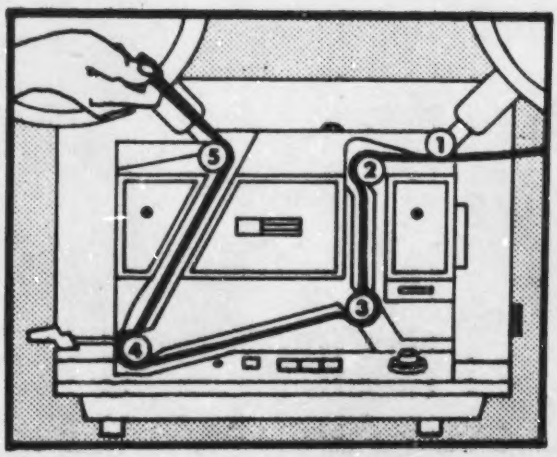
Getting the Projector Ready for the Show

1. Place the projector on a solid table. To fill the screen with the image, the projector and screen should be 25 feet apart.
2. Plug the power cord into the wall outlet. You will need to use a 3-prong adaptor if the wall socket is not made for a 3-prong plug. Be sure to use a heavy duty extension cord if one is needed.
3. Swing the reel arms (1) into locked position.
4. Place the reel with film on the front arm. The film should be coming off the reel at the far right. The empty reel should be placed on the left reel arm.
5. Lock the reels into place by turning both reel lock levers (1) down.

Threading and Projecting:

1. Set master control lever (11) at load position. This is the large tan handle at the left side of the machine. This opens the machine for threading the film.

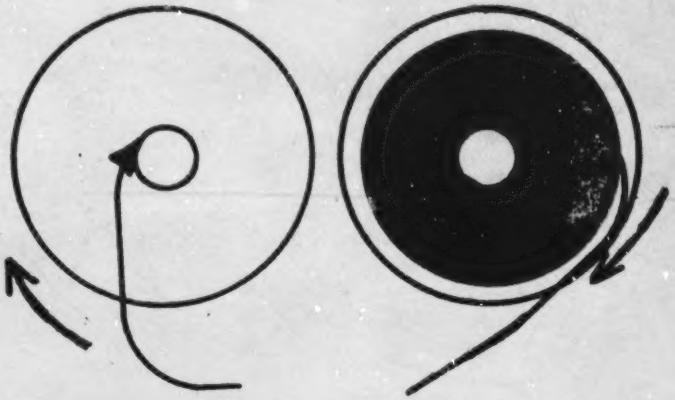
2. With approximately 3 feet of film hanging from the reel take the end of the film in hand and keeping it taut, pull along the film path around the numbered dots. Make sure it is inside the film path. See diagram.



3. Insert end of film in slot on empty reel. Turn reel clockwise twice to be certain that the film is secure. See diagram. IMPORTANT: Be certain that film is inserted from correct direction.

4. Raise the master control lever(11) to the PROJECT position. It will be pushed to the top.

NOTE: A 3/4 inch loop of film should appear from the opening next to the framing knob (2). If you do not have a loop, push the master control lever (11) to load position and readjust film.



5. Depress the forward button of the picture controls(9). If the projector does not run or makes a strange noise, push the stop button immediately. Push the master control lever down to load position. Rewind the film by hand, turning the full reel counterclockwise until the film is all back on the full reel. Thread the machine again.

6. Check the picture.

If the picture is too small, move the projector or screen so they are farther apart. If the picture is too large, move the screen or projector so they are closer together. Do not move the projector while it is running. If the picture is too low, raise it by turning the black elevation knob (5).

7. Adjust the volume and tone with the sound controls(8).

8. Focus the picture by adjusting the lens focus(6).

9. Use the framing knob(2) to adjust the picture. if a black line appears at the top or bottom of the picture.

10. Now that the picture is properly aimed, framed and focused, you may want to return to the beginning of the film. Press the stop button(9) and then the reverse button(9) to run the film backwards as far as desired. NOTE: The reverse button is not meant to rewind the entire film.

When the Film is Over:

1. Let the film run all the way through the projector.

2. Press the stop button(9) and continue with the program by discussing the film. If there is no discussion or a second film is to be shown, proceed with the next step.

3. Take the end of the film and insert it in the slot on the empty reel. Turn the empty reel counterclockwise twice to secure the film. See diagram.

4. Push master control lever(11) down to fast mode position.

5. Press the reverse-fast rewind button(9) to rewind film.

6. Turn the projector off by pressing stop button(9).

7. Replace tape on end of film to secure and immediately place the film in the proper container for safe storage.

8. Remove empty reel.

9. Collapse reel arms(1) by pushing the reel arm locks(3) located beneath the arms.

10. Unplug, rewind, and store the cord in storage space behind the master control lever (11).

11. Raise the master control lever (11) to "project" position.

12. Lower the extension leg using the elevation knob (5).

13. Replace and lock cover.

If the 16mm Projector Doesn't Work Properly:

For the 16mm projector check to see:

*Is it plugged in?
*Is the master control lever in the "project" position?
*Is the film loaded correctly?
*Have you rethreaded the machine?
*Are the focus and volume controls adjusted?

Bulbs must be replaced if there is no image or no sound. The large bulb is replaced for the image and the small bulb for the sound. Follow the instructions in the manufacturer's manual for replacement procedures.

NOTE: If none of the above suggestions work, do not try to repair the machine. Attach a note to the projector describing the problem before returning it.

THE SLIDE PROJECTOR/CASSETTE PLAYER COMBINATION UNIT

The slide projector/cassette player combination unit is housed in the green luggage type case. It consists of two pieces of audiovisual equipment. The Wollensak tape player will play any type of recorded cassette tape. It can be used alone or in conjunction with the slide projector.

The slide projector is used with a Carousel slide tray. All of the slide shows provided with the program packages are housed in Carousel slide trays.

1. Place the unit on a sturdy table. The image will fill the screen if the unit is positioned about 19 feet from the screen.

2. Plug the unit in the wall receptacle. One cord is

provided for both pieces of equipment. It is stored in the compartment located beneath the projector. Lift the projector with the handle at the front. A 3-prong adaptor will be needed if the wall receptacle is made for a 2-prong plug.

3. Place the loaded slide tray on the projector so that the hole in the center of the tray fits over the center post on the top of the slide projector; then turn the tray slowly until the number "0" is opposite the little arrow on the slide projector. The tray will drop into operating position on the projector.

4. Turn the projector on. The on-off selector switch is located at the rear of the projector. (See figure of slide projector diagrams.) Move the switch to low or high lamp, depending on the brightness of the room.

5. Project the first slide. Do this by pushing the forward button, (figure 2) which is located on the side of the projector. The button in back of this is the reverse button.

6. Focus the slide using the focus knob at the front of the projector(figure 2). Once the projector is focused, there is no need to refocus for each slide. The projector will do that automatically.

7. Adjust the slide on the screen. Be sure the screen is high enough for the projection of a vertical slide. The elevating wheel (figure 2) at the front bottom of the projector will raise the image.

8. If the screen is not filled by the projected image, place the unit and screen further apart.

9. You are now ready to use the cassette player.

10. Turn the tape player on using the on-off switch (3, cassette player diagram). The red light will go on.

11. The speaker and speaker extension cord are located in the side of the unit. The speaker cord is plugged into the speaker/phono output jack (12). The speaker should be located in the best position for the group to hear.

12. Insert cassette into the tape cassette platform (10).

When facing the front of the machine, the tape should be inserted so that it can be read. It only fits one way, so don't force it!

NOTE: There are two types of cassette tapes included in the program packages. One type has audible beeps which signal when to press the forward button for the slide projector. The tapes marked "inaudible" have a signal which triggers the slide projector to advance automatically.

When using the audible beep tape, it may be more convenient to use the slide projector remote control (figure 3). This piece functions to advance or reverse the slides. The remote control unit is housed under the projector. Lift the projector and take it out. Match the yellow dot on the remote unit with the yellow dot on the remote control receptacle (figure 1).

The "inaudible" cassette tapes only work when the cassette player and the slide projector are connected with a sync cord. This cord is already connected to the cassette player but must be plugged into the back of the slide projector. Match the white dot on the cord with the yellow dot on the remote control receptacle. The tape player's sync mode control (11) must be in the play position for the inaudible signal to advance the slide projector.

13. The tape should have the large roll on the left side when viewed through the window. If the tape is not completely on the left side, use the rewind lever (6) to place it in the playing position.

14. Push start button (1). It is the green button at the bottom of the tape player.

NOTE: The audible beep tapes will signal when to advance the tape by a beep. Push the forward button on the slide projector when you hear this beep. An inaudible advance tape will automatically advance the slide.

15. The tape can be stopped at any time by pressing the stop button (2).

16. Adjust the volume and tone with the volume and tone

BLUE

controls (8,7) at the left side of the tape player.

17. And on with the show!

When the Program is Over:

1. While the slide projector is still on, rotate the slide tray to the "0" position by depressing the select button (figure 2).

2. Move the selector switch to "off" (figure 1).

3. Remove the slide tray and place it in the proper container.

4. Rewind the cassette tape, using the rewind lever (6).

5. Turn the power off on the cassette player.

6. Remove the tape by using the eject lever (5). This lever is located below the tape platform. Place the tape in the proper container.

7. Unplug the unit.

8. Unplug the speaker and rewind the cord.

9. Unplug the remote unit if used. Place it in the storage area beneath the projector.

10. Lower the slide projector by turning the elevating wheel (figure 2).

11. Rotate lens focus knob (figure 2) counterclockwise so that the lens is flush with the projector front.

12. Be careful that all cords and accessories are properly stored. Replace the lid and snap the front closures.

13. You are packed and ready to go. Take a second look to be sure nothing has been left behind.

If the Slide Projector/Cassette Player Unit Doesn't Work Properly:

For the slide projector, check to see:

*Is the unit plugged in?

*Is the switch in the high or low lamp position?

*Is the slide tray situated properly?

*Is the notch on the tray lined up with the arrow on the projector?

*Is a slide stuck in the projector?

For the cassette player, check to see:

*Is the speaker plugged in?

*Is the cassette player turned on? the start button?

*Are the volume and tone controls adjusted?

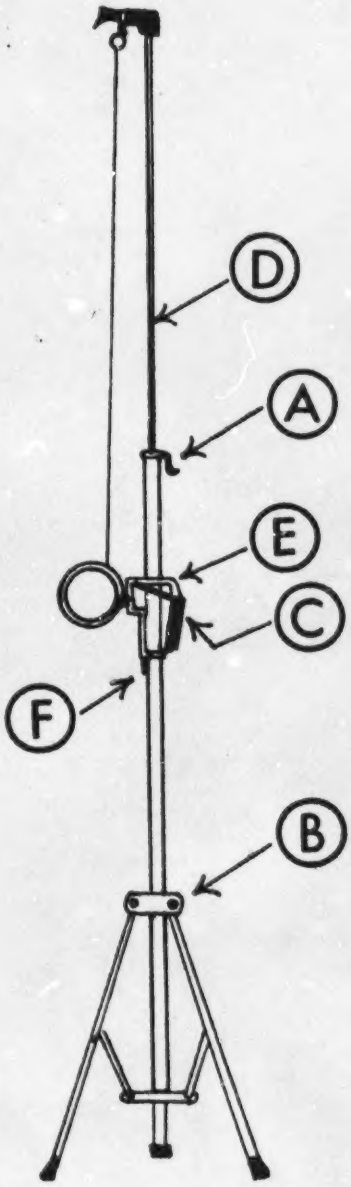
*Is the cassette loaded properly?

*Is the tape completely on the left side?

The projector bulb must be replaced if there is no image or if an existing image disappears. Instructions for replacement are included in the manufacturer's instructions. Be sure to cool the bulb before touching it.

NOTE: If none of the above suggestions work, do not try to repair the machine. Attach a note to the equipment describing the problem before returning it.

THE SCREEN



To Open:

1. To open tripod, raise screen off floor and push down on B.
2. Press autolock (A) to raise extension rod (D) a few inches, then raise fabric and place on hanger.
3. Squeeze handle lock (C) and raise case a few inches, then raise extension rod as far as it will go.
4. Press down on handle (E) to stretch screen surface.

To Close:

1. Squeeze handle lock (C) to release tension.
2. Holding extension rod, press autolock and let extension rod slide down part way. Do not let extension rod fall freely.
3. Lower case to stop (F) and lower screen into case, swing case to vertical.
4. Lower extension rod and raising screen off floor, pull up on tab to close legs.

To Lower Screen Case Below Carrying Position:

1. After setting up screen, squeeze handle lock and push bottom of handle forward, bypassing the case stop(F)

JUST A LITTLE EXTRA

There are several sources of information and resource materials which are not listed in the individual program packages. Check the list below to see if any of these might be of use to your group or any of its members.

Baltimore County - Services for the Older Adult

For any information contact the Information and Referral Office.

Baltimore County Aging Programs and Services
Information and Referral
32 W. Susquehanna Avenue
Towson, Maryland 21204
Telephone: 828-8482
Hours: Monday-Friday, 8:30 a.m.-4:30 p.m.

Books for Blind and Physically Handicapped

Maryland State Library for the Physically Handicapped
1715 N. Charles Street
Baltimore, Maryland 21201
Telephone: 383-3111
Hours: Monday-Friday, 8:30 a.m-4:30 p.m.

Information Booklets

The American Association of Retired People/National Retired Teacher's Association publishes a series of information-filled booklets. They are available in single requests only and are free. Ask for them by title.

AARP/NRTA
215 Long Beach Blvd.
Long Beach, California 90801

The titles available are:

Your Retirement Consumer Guide
Your Retirement Crime Prevention Guide
Your Retirement Food Guide
Your Retirement Health Guide
Your Retirement Hobby Guide
Your Retirement Home Repair Guide
Your Retirement Housing Guide
Your Retirement Income Tax Guide
Your Retirement Information Guide
Your Retirement Job Guide
Your Retirement Legal Guide

Your Retirement Money Guide
Your Retirement Psychology Guide
Your Retirement Safety Guide
Your Retirement Widowhood Guide

Federal Information Centers

FIC's can help with any questions relating to the Federal government. Call 962-4980, Monday-Friday, 8:30 a.m. to 4:30 p.m.

Food Stamps, Medicare, Medicaid, Social Services

Mrs. Marie Hermai, Assistant Director of Eligibility
Baltimore County Department of Social Services
620 York Road
Towson, Maryland 21204
Telephone: 494-2522

National Organizations

The following organizations were developed to serve the needs of the older American:

Administration on Aging
Department of Health, Education and Welfare
Washington, D. C. 20201

The AOA is the Federal focal point for the needs, concerns, and interests of older persons. It is the principal agency for carrying out the programs of the Older Americans Act. AOA administers three major grant programs: service delivery on the community level, nutrition programs, and education and research.

Samples of periodicals and other publications relating to aging may be obtained from an AOA sub-agency:

National Clearinghouse on Aging
Department of Health, Education and Welfare
Room 3757
400 Sixth Street, S.W.
Washington, D. C. 20201

American Association of Retired Persons (AARP) and
National Retired Teacher's Association (NRTA)
1909 K Street, N.W.
Washington, D. C. 20049

Membership in the AARP/NRTA is composed of retired teachers and other individuals 55 years of age or over. Members are

offered reduced prices on prescription and non-prescription drugs, insurance plans, and educational programs and publications. Contact the AID desk at the local branch of Baltimore County Public Library for community AARP/NRTA groups.

Gray Panthers
3700 Chestnut Street
Philadelphia, Pennsylvania 19194

The slogan of the Gray Panthers is "age and youth in action". They are an intergenerational group concerned with ageism in today's society. They direct their efforts and political activity at issues that especially pertain to age, such as increased Social Security benefits, improved health care, and alternatives to nursing home care. Matters that transcend age, such as war, peace, poverty and penal reform are also treated by this group.

For local contacts of the Gray Panthers, see Program Package #4 - GRAY CONSCIOUSNESS.

National Caucus on the Black Aged, Inc.
1730 M Street, N.W.
Suite 811
Washington, D. C. 29036

Membership is comprised of organizations and individuals acting together as an advocacy group for the special needs of the black older adult.

National Council on the Aging
1828 L Street, N. W.
Washington, D. C. 20036

Membership is composed of individuals working in the fields of aging. Representative members include those involved in state and local agencies, social work and educational fields, business, organized labor, health professions, etc.

The NCOA acts as an information clearinghouse on aging and conducts valuable research. It produces and publishes books and pamphlets dealing with the wide range of subjects related to the elderly. An extensive library is available to the public for research.

Some of the subsidiary programs from the National Council on the Aging include: The National Media Resource Center on Aging, The National Institute of Industrial Gerontology, The Center for Older Americans and the Arts, the National Voluntary Organizations for Independent Living for the Aging, and the Center for Public Policy. All of the above organizations can be contacted through the National Council on the Aging.

National Council of Senior Citizens
1511 K Street, N.W.
Washington, D. C. 20005

Formed to insure the enactment of Medicare, the NCSC claims the largest membership of older people' clubs and individuals in the nation. Membership is not restricted by age. Current legislative information is supplied in the NCSC newspaper, Senior Citizen News. Annually, the council rates the members of Congress on their voting records on issues concerning the elderly.

Senate Special Committee on Aging
U. S. Senate Room G-225
Dirksen Senate Office Building
Washington, D. C. 20510

House Select Committee on Aging
712 HOB Annex #1
Washington, D. C. 20515

These committees are responsible for studying and making recommendations to the Senate or House on affairs dealing with aging. Information on legislation dealing with aging can be obtained by writing these committees.

Social Security Information

Telephone 792-7100 for information service.
Hours: Monday-Friday, 8:30 a.m.-5:30 p.m.

Speaker's Bureaus

Speakers on various topics are provided free of charge from several area colleges. Contact them for listings of speakers and topics.

Catonsville Community College
Speaker's Bureau
800 South Rolling Road
Catonsville, Maryland 21228
Telephone: 455-4480

Essex Community College
Community Relations Office
7201 Rossville Blvd.
Baltimore, Maryland 21237
Telephone: 682-6000, Ext. 216

Dundalk Community College
Public Relations Office
7200 Sollers Point Road
Baltimore, Maryland 21222
Telephone: 282-6700, Ext. 208

University of Maryland - Baltimore County Campus
Office of Public Relations
5401 Wilkens Avenue
Baltimore, Maryland 21228
Telephone: 455-2901

FILM DISTRIBUTORS

The sources for the films and slide shows included in the packages are listed below.

Program Package #1

SENIOR POWER

SMART ABOUT MONEY

HOME SECURITY

OUT AND ABOUT

Motorola Teleprograms
4825 N. Scott Street
Suite 23
Schiller Park, Illinois 60176

Program Package #2

GROW OLDER-FEEL YOUNGER

National Association for Human Development
1750 Pennsylvania Avenue, N.W.
Suite 318
Washington, D. C. 20006

At 99

Eccentric Circle Cinema
P. O. Box 181
Washington Depot, Connecticut 06794

Program Package #3

ACTIVE PEOPLE OVER 60

National Association for Human Development
1750 Pennsylvania Avenue, N.W.
Suite 318
Washington, D. C. 20006

Program Package #4

MAGGIE KUHN: THE WRINKLED RADICAL

Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

WE'VE COME OF AGE

Film Section
National Council of Senior Citizens
1511 K Street, N.W.
Washington, D. C. 20005

Program Package #5

JOURNEY'S END

University of Southern California
Division of Cinema
Film Distribution Section
University Park, California 90007

Program Package #6

HELP YOURSELF TO BETTER HEALTH

Society for Nutrition Education
2140 Shattuck Avenue
Suite 1110
Berkeley, California 94704

EAT, DRINK AND BE WARY

Churchill Films
662 N. Robertson Blvd.
Los Angeles, California 90069

Program Package #7

AGING

CRM/McGraw-Hill Films
1104 Camino
Del Mar, California 92014

TO A GOOD LONG LIFE

BFA Educational Media
2211 Michigan Avenue
Santa Monica, California 90404

Program Package #8

REMEMBERING COUNTY FAIRS

Bi-Folkal Productions
440 S. Perkins
Burlington, Wisconsin 53105

DON'T KNOCK THE OX

Films Incorporated
1144 Wilmette Avenue
Wilmette, Illinois 60091

Program Package #9

REMEMBERING 1924

Bi-Folkal Productions

GIRL SHY

Time-Life Multimedia
100 Eisenhower Drive
Paramus, New Jersey 07652

Program Package #10

REMEMBERING TRAIN RIDES

Bi-Folkal Productions

PORTRAIT OF A RAILROAD

Macmillan Films, Inc.
34 MacQuestin Parkway
Mt. Vernon, New York 10550

Program Package #11

REMEMBERING SCHOOL DAYS

Bi-Folkal Productions

MAPLE SUGAR FARMER

ACI Films
35 W. 45th Street
New York, New York 10036

Program Package #12

A PERFECT LADY

Crown Central Petroleum Corporation
P. O. Box 1168
Baltimore, Maryland 21203

Program Package #13

NEVER GIVE UP - IMOGENE CUNNINGHAM

Phoenix Films
470 Park Avenue South
New York, New York 10016

UNDER THE COVERS

Pyramid Films
Box 1045
Santa Monica, California 90406

Program Package #14

THE AMISH: A PEOPLE OF PRESERVATION

Encyclopedia Britannica
425 N. Michigan Avenue
Chicago, Illinois 60611

Program Package #15

PYSANKA

Filmart Productions
3926 Macalester Drive
Minneapolis, Minnesota 55421

STAINED GLASS, PAINTING WITH LIGHT

Arthur Barr Productions, Inc.
P.O. Box 5667
Pasadena, California 91107

GRAY AND GROWING

PROGRAM PACKAGES FOR THE OLDER ADULT

A SUPPLEMENT MANUAL

by

Kathy Coster

and

Barbara Webb

This project is funded by a Library Services
and Construction Act grant.

The Baltimore County Public Library

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116

TABLE OF CONTENTS

I. INTRODUCTION 1

II. HOW TO USE THE PACKAGES 2

III. PROGRAM PACKAGE GUIDELINES . . . . . .

#16 It Never Goes Out of Style: Sexuality and Aging 3

#17 The Generation Bridge 10

#18 Bygone Times: Looking Backward at Baltimore County 15

#19 Remembering the Depression 21

#20 Life Review 24

IV. BIBLIOGRAPHY 33

V. FILM DISTRIBUTORS 35

INTRODUCTION

Gray and Growing, the manual and program packages for older adults developed by the Baltimore County Public Library, has been demonstrated to be an effective way to meet the information needs and entertainment interests of older adults. Many groups have used all fifteen packages and have requested more.

This supplement contains the support materials for five new program packages. They were developed to extend and complement the original fifteen packages, and were prepared in the same format as those in the Gray and Growing manual.

The twenty program packages are designed primarily for use with groups of adults age 60 and older. The manuals and the equipment necessary for program presentation are made available to library staff and to activity directors and service organization representatives who work with older adults.

This supplement outlines ways to make effective use of the materials included in Packages #16 - #20. More detailed information on resources, equipment use, and package implementation is included in the original Gray and Growing. That manual and this supplement will be included in each of the program packages.

Groups already registered are qualified to use the new program packages. Groups not currently registered may do so by telephoning the library's Programming Services at 296-8500, Ext. 266. Booking of the program packages and equipment may be done through the ILL (Interlibrary Loan) Department of the Library, 296-8500, Ext. 237 or 238. When booking a package, specify the program you are requesting, each piece of equipment you require, and the date(s) you plan to use them.

HOW TO USE THE PACKAGES

Program Packages 16 through 20 are applicable to all types of older adult audiences. The After the Presentation section can be modified for use depending on the capabilities and interests of the group. Program Package #17 Remembering the Depression is a Bi-Folkal multi-sensory kit and is especially useful with nursing home audiences. However, it will be enjoyed by all groups.

For additional information on the program package use and guidelines please consult the manual Gray and Growing.

The Additional Information section at the end of each program package has been included where applicable. Many books have previously been listed in the original Gray and Growing manual. Recent additions to the Baltimore County Public Library collection on the topic of aging, have been included at the end of this supplement in a single bibliography.

Program Package #16

IT NEVER GOES OUT OF STYLE: SEXUALITY AND AGING

Materials: SEX AND AGING...ELDERS SPEAK OUT (16mm film)
26 minutes

Equipment: 16mm projector
screen

Content Summary

SEX AND AGING...ELDERS SPEAK OUT features 35 women and men between the ages of 60 and 90 offering their viewpoints on sexuality and aging. (This film was originally a videotape. The grainy quality is the result of transfer from video to 16mm film.)

Outline for Use

1. Read the Introduction to the group.
2. Show the film SEX AND AGING...ELDERS SPEAK OUT.
3. Discuss the film using questions and activities in After the Presentation as aids.

Introduction

Aging has many, many myths attached. One of the most prevalent myths among the young and old alike is that the life of anyone over 65 years of age is non-sexual.

The term "sexy" is usually applied to the young woman with a bloom on her cheek or a man, tall, dark and handsome. We do not hear of a sexy 65 year old. If one would believe television commercials, the only sexy people left in this world are in their 20's, beautiful, slim and trim. They drink a certain brand of wine and have beautiful spacious apartments. That portrait applies to very few of us.

Society has imposed stringent limits on the sexual life of older people. The older adult is the butt of sexual joking or dismissed entirely as a non-sexual object. Unfortunately many older people have accepted this false notion.

It is time to speak out and redefine the image. The people in the film, SEX AND AGING, break this barrier by speaking out about their sexual selves. Many views are presented. You may agree with some views. Others may be in conflict with your

ideas. It is most important to let your cares and attitudes be known. At last, older people are expressing their right to be sexy!

After the Presentation (For Group Leader)

After presenting the film, encourage reactions from the audience. The film presents many varied opinions concerning sexuality. The discussion leader could jot down comments from and about the film when previewing it to initiate discussion. Let the discussion flow naturally.

Some general questions that might be used to begin discussion follow.

- Did you identify with anyone in particular? Did you disagree with anyone in particular?
- Did the talk offend you?
- Was sexuality discussed in terms that were new for you?
- Were any ideas presented that you had thought, but never really talked about?

Select from the following questions to continue discussion:

1. Many terms were used when discussing "sex" or "sexuality." Tenderness, love, physical intimacy. Obviously, sex means many things to different people. List words you associate with the word "sex."

2. What does our society say about the sexuality of older people? Do you agree or disagree?

3. Sexual limitations are placed on many members of society. Often, these are the people who are powerless. Discuss sexuality in terms of:

- a 12 year old girl
- a 30 year old invalid
- a 65 year old widow
- a 65 year old widower
- an 80 year old nursing home resident

4. Discuss these quotations. Do you agree or disagree with them? Are they relevant to your life?

"Old ladies take as much pleasure in love as do the young ones." - Abbe Brantome

"The first step in preserving your sexuality, which for many people is deeply important in preserving their personhood, is to realize that if cultivated, sexuality can be, and normally is, lifelong in both sexes."
- Alex Comfort
A Good Age

"Nursing homes appear to be run by people with sexual problems -- otherwise it would be difficult to explain the attempt to run them as mixed-sex nunneries, ..."
- Alex Comfort
A Good Age

"The healthy aging woman normally has sex drives that demand resolution." - Masters and Johnson
Human Sexual Response

"An elderly man interested in sex is a 'dirty old man', while a younger man with precisely the same interests is admired and praised." - Bernie Zilbergeld
Male Sexuality

"So, lively brisk old man
Do not let sadness come over you,
For all your white hairs
You can still be a lover."
- Goethe

"If you don't use it, you lose it."
- Unknown

5. A 68 year old man dates a woman in her 40's. A 68 year old woman dates a man in his 40's. How do you feel about these two situations?

6. How do you feel about later-age marriages? Is living together more acceptable for you now than it was in your younger years?

7. It is said that young people today have a different attitude toward sex than previous generations. Do you feel that this is so? Why? Do you emphathize with their more outspoken sexuality? Compare the youngsters of today with those of the 20's.

8. How do you feel about the following situations? Discuss personal reactions and/or solutions to the problems. Compare your reactions to those of other members of the group.

- Jane is 68 years old, a widow of 10 years. She is active in community affairs and plays an outstanding game of golf. Attractive and in good physical condition, she is respected by her peers - that is, until she took a lover 15 years her junior. Now, her friends and neighbors are shocked at her behavior. "Why, she's acting like a lovesick teenager," one neighbor commented.

- Joe is in his 70's and has lived alone for the past 12 years. A woman he has been seeing regularly moved in with him recently. They are freely discussing the fact that they have decided to live together without the bonds of matrimony. Joe's children are shocked at his behavior and are afraid he is becoming senile.

- Martha entered the nursing home when she fell and broke her hip. Her husband visits her regularly but finds the lack of privacy intimidating to an intimate personal relationship. He asked the head nurse to allow them privacy for an entire evening. She giggled and said it was against rules.

9. To the group leader: The following statements are presented in a true or false format. They can be read aloud by a discussion leader or distributed in written format. The page has been prepared separately so that it may be easily photocopied.

TRUE OR FALSE

1. Aging induces some changes in human sexual performance. T F
2. The need and the capacity for sex are lifelong functions. T F
3. If a person enjoyed an active sex life when s/he was younger, s/he will tend to enjoy an active sex life in later years. T F
4. After menopause, women lose all interest in sex. T F
5. Taking medication will have no effect on your sex life. T F
6. Abstinence from sex can lead to severe depression. T F
7. A prime reason for a withdrawal from sex is disease. T F
8. Attitude is very important to your sex life. T F
9. Sexuality is one way people attain a sense of identity. It helps define who they are and their impact on others. T F
10. Men are more interested in sex than women. T F

Answers

1. (T) - Functioning in any physical activity declines as one ages, often as early as age 30. However, the changes are usually minimal. In the male, orgasm may be less frequent.

2. (T) - Sex fulfills psychological and physiological needs for most people, no matter what age.

3. (T) - A person who has been sexually active in an enjoyable relationship during youth tends to enjoy sexual activity in later life, according to several studies.

4. (F) - Rather than lose interest many women report a renewed interest. The fear of pregnancy no longer inhibits sexual functioning.

5. (F) - Many medications affect sexual capacity. A physician should be consulted about possible effects of a prescribed drug.

6. (T) - Stopping sex unwillingly may lead to severe depression.

7. (T) - Disease is one of the main causes of lack of sexual interest or activity.

8. (T) - Attitude is a major factor in the success or failure of a sexual relationship.

9. (T) - Your sexuality is a very unique part of your total makeup. It can be an intimate way to show your innermost feelings for another person.

10. (F) - Don't ever believe it!

Even Further

1. A panel discussion is a good way to present both sides of a subject. Consider topics such as "Morality Today Versus Yesterday," "The Single Life as a Chosen Lifestyle," "Infidelity," "Mixed-Age Love Relationships."

2. Conduct a TV watch for a week. Ask people to monitor programs and commercials. Afterwards, define the "sexy" person according to TV standards. Then, re-define the sexy person according to real-life standards.

Additional Information

The following books are available from the Baltimore County Public Library:

de Beauvoir, Simone	The Coming of Age	301.435B
Butler, Robert	Sex After Sixty	301.418B
Butler, Robert	Why Survive? Being Old in America	301.435B
Comfort, Alex	A Good Age	612.67C
Gebhard, Paul and others	The Sexuality of Women Volume I	301.417G
Hite, Shere	The Hite Report	301.4176H
Masters, William and Johnson, Virginia	Human Sexual Response	612.6M
McConnell, Adeline	Single After Fifty	301.4M
Peterson, James and Payne, Barbara	Love in the Later Years	301.435P
Zilbergeld, Bernie	Male Sexuality	301.418Z

Program Package #17

THE GENERATION BRIDGE

Materials: THE ORPHANS (16mm film) 21 minutes
GREAT BUBBLE CONSPIRACY (16mm film) 15 minutes

Equipment: 16mm projector
screen

Content Summary

THE ORPHANS is a nostalgic journey to an earlier era in American life. Four orphans arrive at the farm of a widower for a summer vacation that changes everyone's life.

GREAT BUBBLE CONSPIRACY shows people of all ages in a frivolous and, evidently, illegal pastime - blowing bubbles.

Outline for Use

1. Read the Introduction to the group.
2. Discuss the questions and activities in the Before the Presentation section.
3. Show the film THE ORPHANS.
4. Show the film GREAT BUBBLE CONSPIRACY.
5. Discuss the films. Use the questions in After the Presentation as aids.

The presentation of the films and ensuing discussion questions may evoke some emotional response from the group. Some participants may relate intergenerational experiences to their own roles as children or parents. These experiences may have been positive or negative.

A younger discussion leader may find him/herself representing the younger generation. Anger, as well as admiration may be directed at the discussion leader. The leader should express viewpoints as an individual and not as a spokesperson for an entire generation.

Introduction

It has often been said that bad news will be repeated more quickly than good news. During the 1960's, the media constantly referred to a phenomenon known as the "generation gap." The

differences between parents and children and their failures to cope with those differences seemed an acknowledged fact.

Much more important to all people is the need to understand our differences. Communication between groups of people is the art of being understood by another person and of understanding that person. By communicating, any gap can be bridged, thus the title of this program, THE GENERATION BRIDGE.

Different generations have much to learn from each other. Young people in today's society have a fear of the old. And elders often misjudge the young simply because the young are less experienced.

The first film speaks to the need for understanding and fulfillment in all our lives. The lives of several people in the film THE ORPHANS blossom after the characters allow themselves to communicate with a stranger.

The second film whimsically portrays how the differences in people are not usually based on age but rather on ideas. GREAT BUBBLE CONSPIRACY takes our imaginations for a joy ride in a world where bubble-blowing is against the rules.

Before the Presentation

1. Discuss words that may have different meanings for different generations. Some examples: loose, depression, grass, bread, gross, shuttle, space.

2. What is the first thing that comes to mind when you hear the phrase "generation gap?" What does the phrase "generation bridge" bring to mind?

3. The two older women in the film GREAT BUBBLE CONSPIRACY are depicted as being very different from each other. One is very conservative while the other appears to be much less conventional. Watch for clues as to the differences of character in the film. Notice the manner of dress, facial expressions, and body movements.

After the Presentation

1. Adam, the man in the film THE ORPHANS shares many valuable experiences with the four children. What things did he teach the children? What things did the children teach Adam? Consider both practical and emotional experiences.

2. Adam was known to his neighbors as "aloof and strange." Why did they think this? Did the children's arrival change his personality?

3. THE GREAT BUBBLE CONSPIRACY shows older people having fun doing a very frivolous thing - blowing bubbles. Why is blowing bubbles fun? Do you see any value in doing something "just for the fun of it?" Why is this often associated with childishness?

4. What unique contributions can an older person make to an individual who is younger and less experienced? Can young people offer unique contributions to an older person?

5. The young and the old are often categorized as "too young" or "too old." The labor market describes the young as "Those yet to be productive" and the old as "Those no longer productive." How do you feel about these statements? Do you feel the mid-years of a person's life offer more opportunities? Why?

6. The Gray Panthers have chosen the motto "Age and youth in action." They feel the young and old have common characteristics, including lack of power. Do you agree with this philosophy? Why or why not? What are some other things age and youth have in common?

7. Newspapers, magazines and television in the 1960's created a term - "the generation gap." Do you feel there really is a generation gap? Why? Do you feel the "gap" is actually a difference of ideas and lifestyles or a matter of age?

8. Would you rather spend your time with people your own age or people of all ages?

9. Intergenerational living situations are becoming more and more popular. For example, we find an 80 and a 65 year old living with an unrelated 27 year old woman and her infant son. How do you feel about this situation? How would it differ from a single family household?

10. As a grandparent, is it easier to relate to the grandchildren than grownup children? Why?

11. The youth of today are often characterized as being "permissive" and "open-minded." What other adjectives could be used to describe them and why? Do you feel young people have always been described this way even when you were young?

Even Further

1. Many young people have little interaction with an older person. Arranging an intergenerational experience between young adults and an older adult group helps to debunk the myths attached to aging.

The meeting of the groups could be a one-time or an ongoing encounter. The occasion could simply be a social gathering or a prepared discussion on specific topics.

Local schools and youth groups are good starting places for contacts.

2. The Foster Grandparent program is a 15-year old federal program employing people over 60. Handicapped children, usually in an institutional setting, are provided companionship by these adopted grandparents.

The pay is low, but the rewards are bountiful. ACTION is the federal agency that administers the program.

For more information call or write to:

Ms. Gayle Higginbotham
Family and Children's Society
204 W. Lanvale Street
Baltimore, Maryland 21217
Telephone: 669-9000

3. Educational opportunities abound at state funded colleges where tuition-free instruction is offered for persons over age 60. Attending classes is an excellent way to meet people of all ages and backgrounds. Tours can be arranged on most campuses. See Resources (p. 17) of Program Package #2 for local college listings.

4. Enoch Pratt Free Library has several films pertaining to the intergenerational theme. A few of them are "Nana, Mom and Me," "Ruth Stout's Garden," and "An Old Fashioned Woman." Hold a film series and discussion for interested members.

5. Report on any intergenerational activities to local papers, radio and television stations. Publicity of these activities will encourage other groups to initiate such projects.

6. Program Package #7, AGING: WE ALL DO IT, could be used to supplement this program.

7. A book entitled What Was It Like When Your Grandparents Were Your Age? provides a fascinating look at yesteryear for young people. This book could be used as a resource for a shared activity between a youngster and an older adult. What Was It Like? (J973.91C) is available at the Baltimore County Public Library.

Program Package #18

BYGONE TIMES: LOOKING BACKWARD AT BALTIMORE COUNTY

Materials: BYGONE TIMES: LOOKING BACKWARD AT BALTIMORE COUNTY
16 minutes (slide/tape)
Handouts: "Name the Community"

Equipment: slide projector/cassette player combination
screen

Content Summary

Bay Shore Park, a trolley ride and Mordecei Gist are a few of the historical remembrances in the slide/tape presentation BYGONE TIMES: LOOKING BACKWARD AT BALTIMORE COUNTY.

Outline for Use

1. Read the general Introduction.
2. Show the slide/tape presentation.
3. Use the After the Presentation discussion aids and activities.

Introduction

"Welcome to Baltimore County." If you moved here last week or have lived an entire lifetime within her borders, Baltimore County has a rich history to offer. BYGONE TIMES: LOOKING BACKWARD AT BALTIMORE COUNTY reviews some of that history and is designed to inspire viewers to share their personal recollections.

After the Presentation (For Group Leader)

While viewing the slide show jot down some memory joggers to stimulate conversation after the show is over. Many longtime Baltimore County residents will be anxious to discuss their recollections and a few hints may be helpful.

Begin the discussion by asking for the audiences' reaction to what they have seen and for their own memories. If the conversation is at a standstill, try some of the questions below.

1. What community were you reared in and how have you seen it change?

2. Where did you use to do your shopping? Did you buy or raise most of your foodstuffs?

3. Were you a city or country child? Compare your upbringing to someone raised in another environment, such as the Mid-West or a larger metropolitan area.

4. What did you do for entertainment in the 20's? the 40's? the 60's? today?

5. Compare the schools of your youth to today's school system. How many people attend classes today and what is the reaction to the current educational system?

6. Do you remember when a big shopping trip was to go downtown to some of the major department stores? Did anyone work in any of these stores? What were they like?

7. How do you feel about modern Baltimore County? Are you satisfied with the growth and development of the area? What changes would you like to see?

8. Discuss the change in modes of transportation. What was the Ma and Pa narrow gauge railroad like? Who remembers the coal stoves and straw covered floors on the first trolley cars? Who rode aboard the double decker streetcars?

9. Talk about a typical outing to Bay Shore or Gwynn Oak Park. What were the rides? What type of food was served and how much did it cost?

10. What types of jobs have you had? What were the hours and the wages?

Even Further

1. Use the handouts "Name the Community." The handout can be photocopied if desired. It can be used with the entire group or on an individual basis.

2. Members of the group could prepare histories of individual communities. Present them as an ongoing program for the entire group.

3. Encourage group members to bring photographs, postcards, letters and other memorabilia. Discuss the significance of each item.

4. The Baltimore County Historical Society and other local history interest groups will present programs. See Resources.

5. Use Program Package #12 BALTIMORE: A PERFECT LADY for an additional presentation. This program package details the development of Baltimore City.

6. The Maryland Historical Society and Baltimore County Historical Society house interesting artifacts from the state and county backgrounds. Tours can be arranged for a group if planned in advance.

7. A film on Benjamin Banneker is available for public use from the Enoch Pratt Free Library. The 60-minute film details the life of the first black American scientist.

8. Several branches of the Baltimore County Public Library have historical community collections. Ask at your local branch for information.

Resources

Local groups interested in preserving Baltimore County's past and sites of historical interest include:

Ballestone Preservation Society
Ballestone Mansion
Rocky Point Golf Course
Back River Neck Road
Baltimore, Maryland 21221
Telephone: 574-3630

Visit the home museum of the 1850 period - open for tours Monday through Friday, 8:30-12 noon, and 1-4:30 p.m. Group tours can be arranged during the week. During the months of May, October and December special tours and festivals are held. Contact the above number for more information.

Baltimore County Historical Society, Inc.
9811 Van Buren Lane
Cockeysville, Maryland 21030
Telephone: 666-2552

The Baltimore County Historical Society is located in the building which formerly was the Alms House. A museum of Baltimore County memorabilia is open to the public on Saturdays from 10 a.m. to 3 p.m. A library for research is also open at this time.

Catonsville Historical Society-Townsend House
1824 Frederick Road
Catonsville, Maryland 21228

The Townsend House will be open for viewing several Sundays during the year.

Friends of the Catonsville Area Branch Library
1402 Edmondson Avenue
Catonsville, Maryland 21228

This group conducts an on-going local oral history program. It holds monthly exhibits of historic materials in the Catonsville Room. This is located in the Catonsville Area Branch of the Baltimore County Public Library, 1100 Frederick Road. The exhibits can be seen the first Wednesday of every month from 7 p.m. to 8:45 p.m.

Dundalk-Patapsco Neck Historical Society, Inc.
P.O. Box 9235
Baltimore, Maryland 21222
Telephone: 282-7388

This group concerns itself with the historical background of the eastern portion of Baltimore County.

Hampton National Historic Site
535 Hampton Lane
Towson, Maryland 21204
Telephone: 823-7054

This 18th century Georgian mansion is Baltimore County's only national historic site. It features formal gardens, an orangery, an antique shop and a tea room. Tours must be arranged in advance. Hours are Tuesday-Saturday, 11-4:30 p.m. and Sunday, 1-5 p.m.

Heritage Society of Essex and Middle River, Inc.
516 Eastern Boulevard
Baltimore, Maryland 21221
Telephone: 574-6934

This group gathers artifacts and information on local history, with emphasis on the Essex-Middle River area. It maintains a museum at the above address. Hours are Saturday and Sunday from 1-5 and weekdays 10-2. Tours are made by appointment.

Maryland Historical Society
201 W. Monument Street
Baltimore, Maryland 21201
Telephone: 685-3750

The Maryland Historical Society contains information on all aspects of Maryland history. It features a library and museum. The museum is open Tuesday through Saturday from 11 a.m.-4 p.m.

Additional Information

Many books pertaining to Baltimore County history are available from the library only as reference and do not circulate. Individual branches may contain books of local interest. Vertical files in all branches of the Baltimore County Public Library contain supplementary materials on the county and individual communities.

Refer to the Additional Information section of Program Package #12 BALTIMORE: A PERFECT LADY for additional resources.

A recent welcome addition for Baltimore County historians is A History of Baltimore County by Neal A. Brooks and Eric Rockel. This book is available at all branches of the Baltimore County Public Library.

The following books are available from the Baltimore County Public Library. Not all are available for circulation.

Baltimore County Board of Education	Baltimore County in the State and Nation	Md 975.271B
Baltimore County Board of Education	Baltimore County Serves the People	Md 975.271B
Clemens, Shirley	From Marble Hill to Maryland Line	Md 975.271C
Davidson, Isobel	Real Stories from Baltimore County History	Md 975.271D
Gontrum, Edwin K.	Sidelights on the History of Baltimore County	Md 975.271G
Greater Timonium American Bicentennial Committee, Inc.	The Limestone Valley	Md 975.271G

Hahn, H. G. and Carl Behm III	Towson	Md 975.271H
Keidel, George	Colonial History of Catonsville (Bicentennial Edition)	Md 975.271K
Keidel, George C.	Early Catonsville and the Caton Family	Md 975.571K
Marks, Lillian B.	Reister's Desire	Md 975.271M
Martinak, George	A Short History of Essex and Middle River	Md 975.271M
Seitz, May	The History of the Hoffman Paper Mills in Maryland	Md 975.271S
Thomas, Dawn	The Green Spring Valley; Its History and Heritage	Md 975.271T
Turner, Robert N.	Saint James of My Lady's Manor	Md 975.271T

Program Package #19

REMEMBERING THE DEPRESSION

Materials: REMEMBERING THE DEPRESSION (multi-sensory kit and manual)
A THIRTIES RETROSPECTIVE (16mm film clips) 34 minutes

Equipment: slide projector/cassette player combination
16mm projector
screen

Content Summary

REMEMBERING THE DEPRESSION evokes personal memories of the 1930's through sights and sounds.

Film clips from the 20's and 30's are included in A THIRTIES RETROSPECTIVE. Included are a Betty Boop cartoon, a Busby Berkeley routine with the famous Goldiggers, and an early Dodge commercial. A clip from SWEETHEARTS with Nelson Eddy and Jeanette MacDonald and a potpourri entitled SAMPLER SUSPENSE complete the film sequence.

Outline for Use

REMEMBERING THE DEPRESSION is a multi-sensory kit which includes a slide/tape show, a sing-along tape of songs popular during the Depression era, a radio program, paraphernalia from the Depression, and a program manual. The film segments are a supplement to this kit. The program package is appropriate to use over several days. Complete directions for using the kit are provided in Remembering the Depression. A Program Manual, which is included in the package.

An example of using the entire program package in three sessions is given below.

Day 1 (1 hour program)

1. Read the general Introduction below.
2. Show the slide/tape program. Refer to the manual for discussion aids.
3. Have a sing-along using the large print songbooks and accompanying cassette tape. The group will probably feel like singing after enjoying the musical accompaniment of the slide show.

Day 2 (1 hour program)

1. Perform the skit.
2. Show and discuss the film clips. Use the introduction to A THIRTIES RETROSPECTIVE.

Day 3 (1 hour program)

1. Listen to the Remembering Depression Radio tapes. Refer to the manual for activity ideas.
2. Further activities could include the Colliergraphs (p. 52), FDR's Alphabet Agencies (p. 57), or the Depression Paraphernalia (p. 60). Choose an activity best suited to the interests and capabilities of the group. See the program manual for guidelines.

Introduction

When people start talking about the old times, inevitably the years during the Depression are remembered. These were the years when you learned to make do with what you had. These were the years when butter was scarce; so you used lard instead. These were the hard years...and we all learned how to survive.

The slide show you are about to see recalls the good and the bad times of the Depression years. Songs from the era are guaranteed to stir the memory.

Introduction to A THIRTIES RETROSPECTIVE

Remember those nickel and dime movies every Saturday afternoon. The film clips you will be seeing bring back some fond sights and sounds. Who can forget the crooning of Nelson Eddy and Jeanette MacDonald or the funny little lady named Betty Boop, famous for her bouncing curls. And it wouldn't be the thirties without a musical number from those dancing sisters - the Goldiggers. We'll take a break with a melodramatic Dodge commercial and finally, sit back and giggle at the antics of some typical crowd pleasers.

Even Further

1. Refer to the What Else and Additional Ideas section (p. 78) of Remembering the Depression. A Manual.

2. Enoch Pratt Free Library offers a wide selection of films from the 1930's for free loan. Check the catalog at any branch of

the Baltimore County Public Library or call the Audiovisual Department of Enoch Pratt Free Library for information. Ideas are suggested on pp. 72-74 of Remembering the Depression. A Manual.

Additional Information

The margins of the Bibliography section in Remembering the Depression. A Program Manual (pp. 62-72) are marked with call numbers of books available from the Baltimore County Public Library.

Program Package #20

LIFE REVIEW

Materials: UNCOMMON IMAGES: THE HARLEM OF JAMES VAN DER ZEE (16mm film) 22 minutes

THE HISTORY OF MISS ANNIE ANDERSON (16mm film) 28 minutes

Equipment: 16mm projector
screen

Content Summary

A photographic record of Harlem in the early 1900's emerges from the film UNCOMMON IMAGES. The 90-year old photographer James Van Der Zee ponders his pictures and reminisces about his life.

The HISTORY OF MISS ANNIE ANDERSON features the life and times of Annie through the entries in her diary. Captured in drawings, photographs, and moving pictures, Annie Anderson recounts her days from childhood homesteading to her participation at the local senior center.

Outline for Use

This program package is best performed in two parts.

Day 1 (1 hour program)

1. Read the general Introduction.
2. Read the Introduction to UNCOMMON IMAGES.
3. Show the film UNCOMMON IMAGES.
4. Use the After the Presentation of UNCOMMON IMAGES section for discussion aids and activities.

Day 2 (1 hour program)

1. Read the Introduction to THE HISTORY OF MISS ANNIE ANDERSON.
2. Show the film.
3. Conduct a life review as outlined in After the Presentation of THE HISTORY OF MISS ANNIE ANDERSON.

Introduction

The word "history" usually brings to mind momentous events: World War II, the first man on the moon, the 1904 fire in Baltimore.

There is another very important aspect of history often ignored - a person's unique history. These are the events that mold you into the person you are today.

You are a unique blend of people, places and happenings. The process of acquiring a life history begins at birth. Although it is sometimes difficult, it is as natural as breathing.

Documenting one's life can be a rewarding and revealing experience. Some people choose to keep a diary. Others may tell of their past in oral history projects. The famous write books about their lives, while the less well known may share the history of a community with younger neighbors on a summer's evening.

Two people in the films you will see chose to record their lives.

Introduction to UNCOMMON IMAGES

In the film UNCOMMON IMAGES photographer James Van Der Zee reminisces about his life, recalling his experiences through photographs. Since 1908 he has managed to capture "Uncommon Images" of life in Harlem that might have passed unrecorded if not for his watchful camera. The lens also captured portraits of the lives loved and lost in his personal history.

After the Presentation of UNCOMMON IMAGES

1. James Van Der Zee reveals very personal feelings about his life in the film UNCOMMON IMAGES. How do you feel about his show of emotion?

2. Erik Erikson, a psychologist, has constructed a widely used developmental theory "The Eight Stages of Man." One of the stages of adult life is Generativity - "The concern in establishing and guiding the next generation." Do you think James Van Der Zee has established and guided the next generation? How?

Are there ways in which you feel you have "established and guided" the next generation? How? (Examples: rearing a family, teaching, occupational achievements, religious activities, sharing of skills with younger people, etc.)

3. James Van Der Zee seems to feel that life is a growing, changing process rather than a static one. His final statement in the film makes one feel - "Life must go on, even through the difficulties."

If you could sum up your philosophy of life in one statement, what would it be?

4. Consider your life as a ladder that has been successfully climbed. You are standing at the top, looking down. Which steps were the hardest? Where was help needed? Can these experiences be used to help others?

5. If you could pass down some general "rules" for life from your experiences, what would they be?

Even Further

1. Ask members of the group to bring in photographs they have taken over the years. Have the person tell a story relating to one of the photos. Use basic questions to inspire discussion.

2. The Time-Life series of books, This Fabulous Century is filled with photographs taken during the 1900's. Use these in conjunction with personal photos to establish the relationship between personal history and world history.

3. Members of the group could bring in materials to serve as stimuli for personal history making. Letters, photographs, diaries, clothing or memorabilia could stimulate discussion.

Introduction to THE HISTORY OF MISS ANNIE ANDERSON

Annie Anderson is not a famous person. Few people would have known about her if the film THE HISTORY OF MISS ANNIE ANDERSON had not been produced.

Annie chose to record her personal life history in a journal. She noted her background, her feelings and events that shaped her into the woman she is today. Annie realized her uniqueness as an individual. That "unique character" is in each and every one of us.

After viewing the film, you may be stirred to review your own life. Whether you share it with others, or keep it tucked away inside, consider that special person in yourself.

After the Presentation of THE HISTORY OF MISS ANNIE ANDERSON
(For Group Leader)

A life history line is an interesting way to trace the sociological make-up of a person. Use the directions listed below to construct a life history line with your group.

The life history line may be used in several ways. One person's life history may be constructed as an example for the entire group. A roll of shelving paper or a blackboard could be used to draw a large history line for demonstration purposes.

The sample life line in the manual (pp. 30 and 31) may be photocopied so that each member can complete his/her own. When using the laminated copies in this program package, please use the special marking pencils also enclosed. These sample life lines can be wiped clean with a cloth or paper towel.

To Conduct this Exercise:

1. Read aloud the Introduction to Life History Line.
2. Discuss the first three questions from the Questions for Group Leader section.
3. Construct the life line using events from the individual's life.
4. Discuss questions 5 through 7.

Introduction to Life History Line

Annie Anderson chose to record her story by writing it in the form of an autobiography. When her story was filmed, it received much wider recognition. We would never have known about her life if she had remained silent about her past.

Every person's past is unique and important. It helps every one of us to understand the person we are today. It will aid future generations in understanding their past. The "roots" of this generation will be even more solid for the next.

Reviewing your life can be accomplished by using several methods. It can be written as an autobiography or a journal. It can be told as an oral history. A third device for systematically outlining your life is to draw it. A life history line is a helpful way to get in touch with one's past and to put the present in perspective.

Questions For Group Leader: Ask the group.

1. Do you remember the events listed in each of these ten year spans? Discuss.

2. What events do you remember that are not listed?

3. Recall your reactions to these events? How did they affect your life? Can you recall any particular incidents that occurred in your life because of these events?

4. Below the line, list events in each time slot of your personal history. Examples could include birthdate, first kiss, first car, new job, marriage, births of children, deaths, etc. List any events that have particular meaning to you.

5. Which of these personal events were turning points in your life? What were the moments of greatest happiness? What were the moments of sadness?

6. Think about the person you are today. How is that person reflected in your past history?

7. Project yourself into the future. What do you want to achieve in the coming years? How will you proceed in doing those things? How does your past and present history influence these goals?

Three helpful sources were used in compiling instructions to complete the life history process.

Bolles, Richard	The Three Boxes of Life (pp. 358-361)
Hessel, Dieter (ed.)	Maggie Kuhn On Aging (pp. 30-40)
Jewish Family and Children's Service of Baltimore	"Tips for Getting the Best from the Rest" (pp. 11-14)

Even Further

1. Start or become involved in an oral history project. The project could be very simple with people commenting on certain aspects of their past. For example, gather comments around specific topics "When I Was 20," "The Great Depression," "My First Job," "Our Community."

More elaborate projects require time and planning. Refer to books listed in the bibliography for details.

2. As a group project, write the history of your club or community. Appoint members or committees for specific job duties.

3. Have members write about specific incidents in their lives in short story form. Afterwards, they can be read to members of the group in an informal presentation.

	Russian Pogroms	1890
	Gold Rush	
	Ragtime	
	Wright Brothers	1900
	Einstein	
	Model T	
WWI	Silent Films	1910
Flu	Women's Suffrage	
Epidemics	Fox Trot	
Telephones		
Charleston	Radio	1920
Talking Pictures	Prosperity	
Valentino	Prohibition	
World's Fair	Depression	1930
Fred Astaire	FDR	
John Dillinger	New Deal	
	Social Security	
Victory Gardens	WWII	1940
Nylon Stockings	Atomic Bombs	
Jackie Robinson	Antibiotics	
	Rosie the Riveter	

LIFE

Elvis Presley Sputnik	McCarthy Korean War Air Conditioners	1950
Campus Unrest Vietnam	Space Travel JFK Assassinated Moon Landing	1960
Watergate Patty Hearst Landing on Mars	Vietnam War Ends Nixon Resigns China Recognized	1970
		1980
		1990
		2000

149

LINE

31

150

Additional Information

The following books are available from the Baltimore County Public Library.

Bales, Carol Ann	Tales of the Elders	328.73B
Baum, Willa K.	Oral History for the Local Historical Society	907.2B
Bolles, Richard	The Three Boxes of Life Chapter 5 deals with individuals of retirement age or older. However, the entire book is helpful in seeing your life objectively by means of practical exercises.	650.14B
Davis, Cullem	Oral History	907D
Moss, William	Oral History Program Manual	907.2M
Time-Life Books	This Fabulous Century: Prelude 1870-1900	917.303T
Time-Life Books	This Fabulous Century: Vol. 1 1900-1910	917.303T
Time-Life Books	This Fabulous Century: Vol. 2 1910-1920	917.303T
Time-Life Books	This Fabulous Century: Vol. 3 1920-1930	917.303T
Time-Life Books	This Fabulous Century: Vol. 4 1930-1940	917.303T
Time-Life Books	This Fabulous Century: Vol. 5 1940-1950	917.303T
Time-Life Books	This Fabulous Century: Vol. 6 1950-1960	917.303T
Time-Life Books	This Fabulous Century: Vol. 7 1960-1970	917.303T

BIBLIOGRAPHY

The following books have been added to the Baltimore County Public Library collection since the manual Gray and Growing was published. They deal with topics of interest to the older adult and the service provider.

Bolles, Richard N.	Three Boxes of Life	650.14B
Buckley, Joseph C.	The Retirement Handbook 6th Edition, 1977	301.435B
Cohen, Stephen and Bruce Gans	The Other Generation Gap; The Middle Aged and Their Aging Parents	301.427C
Dickinson, Peter A.	Fires of Autumn	301.417D
Ellison, Jerome	Life's Second Half	301.434E
Finkelhor, Dorothy C.	The Triumph of Age	301.435F
Frankel, Lawrence and Betty Byrd Richard	Be Alive As Long As You Live	613.71F
Freese, Arthur S.	End of Senility	301.435F
Hooker, Susan	Caring for Elderly People; Understanding and Practical Help	649.8H
Kanin, Garson	It Takes A Long Time to Become Young	301.43K
Kohn, Jane and Willard	The Widower	155.937K
Kurtzman, Joel	No More Dying: The Conquest of Aging and the Extension of Human Life	612.68K
Lamb, Tony	Retirement Threat (Large Type)	301.435L
Maclay, Elise	Green Winter; Celebrations of Old Age	301.435M
McConnell, Adeline and Beverly Anderson	Single After 50; How to Have the Time of Your Life	301.4M

Moss, F. E. and Val Halamandaris	Too Old, Too Sick, Too Bad: Nursing Homes in America	362.6.5M
National Council on the Aging, Inc.	Fact Book on Aging: A Profile of America's Older Adult Population	301.435F
Puner, Morton	Getting the Most Out of Your Fifties	301.434P
Smith, Bert Kruger	The Pursuit of Dignity	362.6S
Tenenbaum, Frances	Over 55 Is Not Illegal	362.6T

FILM DISTRIBUTORS

The sources for the films and slide shows included in the packages are listed below.

Program Package #16

SEX AND AGING...ELDERS SPEAK OUT

Extension Media Services
c/o Administrative Office
Berkeley Public Library
2090 Kittredge Street
Berkeley, California 94704

Program Package #17

THE ORPHANS

Learning Corporation of America
1350 Avenue of the Americas
New York, New York 10019

GREAT BUBBLE CONSPIRACY

Pyramid Films
Box 1048
Santa Monica, California 90406

Program Package #18

BYGONE TIMES: LOOKING BACKWARD AT BALTIMORE COUNTY

Programming Services
Baltimore County Public Library
320 York Road
Towson, Maryland 21204

Program Package #19

REMEMBERING THE DEPRESSION

Bi-Folkal Productions, Inc.
Rt. 1, Rainbow Farm
Blue Mounds, Wisconsin 53517

A THIRTIES RETROSPECTIVE

Reel Images
495 Monroe Turnpike
Monroe, Connecticut 06468

Program Package #20

UNCOMMON IMAGES

Filmakers Library
290 West End Avenue
New York, New York 10023

THE HISTORY OF MISS ANNIE ANDERSON

Films Incorporated
1144 Wilmette Avenue
Wilmette, Illinois 60091